

NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

- Meeting Date:** Friday, September 2, 2022 9:00 AM
- Meeting Title:** State Board of Education Meeting Notification and Agenda
- Location:** Nebraska Innovation Campus
Banquet Hall
2021 Transformation Drive
Lincoln, NE 68508
- Web Streaming:** Live web streaming will be available through the State Board of Education website: www.education.ne.gov/StateBoard/
- Agenda:** Except for emergency items added at the time of the meeting, the agenda will not be changed less than 24 hours prior to the start of the meeting and any changes will be immediately posted on the website. The Board will attempt to adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to take action on any of the items listed.
- Interpreter:** If you need interpreter services or other reasonable accommodations, please contact the Nebraska Department of Education at (402) 471-5059 five (5) days prior to the meeting to coordinate arrangements.
- Website:** An electronic version of the agenda and support materials are available on the State Board of Education's Agenda page: www.education.ne.gov/StateBoard/Agendas.html
- Lunch:** On Friday Friday, September 2, 2022, the State Board of Education may also take a recess for lunch. The Board may resume work on the agenda at approximately 1:00 p.m.

1. CALL TO ORDER (The Board may take a morning recess. The Board may also take a recess for lunch.)
President Koch Johns
 - 1.1. Roll Call
President Koch Johns
 - 1.2. Pledge of Allegiance
President Koch Johns
 - 1.3. Announcement of the placement of the Open Meetings Act information
President Koch Johns
 - 1.4. Meeting Protocol
Commissioner Blomstedt

2. SPECIAL PRESENTATIONS

President Koch Johns

2.1. Millard Public Schools Presentation

Millard Public Schools Representatives

2.2. Nebraska Teacher Shortage Summit Update

Jenny Jansky and Sara Skretta

2.3. 2022 Nebraska Teacher of the Year, Lee Perez, Alice Buffett Magnet Middle School,
Omaha, Nebraska Quarterly Report

Lee Perez

3. COMMISSIONER'S REPORT

Commissioner Blomstedt

3.1. Agenda Overview and Consent Agenda Process

Commissioner Blomstedt

3.1.A. Commissioner's recommendations and items to be removed from consent
agenda

Commissioner Blomstedt

3.2. Annual Presentation from the President of the Nebraska Council on Teacher
Education (NCTE)

Kelly Heineke

4. PRESIDENT'S REPORT

President Koch Johns

5. CONSENT AGENDA

President Koch Johns

5.1. Board Member Out-of-State Travel Approval

5.2. Committee Appointments

5.3. Contract Approvals

5.3.A. Authorize the Commissioner to renew a contract with Partners for Insightful
Evaluation (PIE)

Keri Bennett and Lindy Foley

5.3.B. Authorize the Commissioner to renew the contract with partners for the
Project AWARE 1.0 grant from the U.S. Department of Health and Human
Services

Zainab Rida

5.3.C. Authorize the Commissioner to renew the contract with partners for the Project AWARE 2.0 grant from the U.S. Department of Health and Human Services
Zainab Rida

5.3.D. Authorize the Commissioner to contract with The Board of Regents of the University of Nebraska, Munroe-Meyer Institute, to provide comprehensive statewide external evaluation services for the 21st Century Community Learning Centers (21st CCLC) and Expanded Learning Opportunity Grant Programs
Zainab Rida and Jan Handa

5.3.E. Authorize the Commissioner to approve an amendment to a contract with Erica Timperley for services as an anchor for program quality assessments
Melody Hobson

5.3.F. Authorize the Commissioner to amend the current contract with Education Resource Strategies
Cory Epler and Marissa Payzant

5.3.G. Authorize the Commissioner to contract with the Nebraska Association of Colleges of Teacher Education (NACTE) to host the Educator Shortage Summit 2.0
Lane Carr

5.4. Grant Approvals

5.4.A. Authorize the Commissioner to approve grant to the University of Nebraska (UNL) - Visual Impairment Project and federal Deaf-Blind Project (final year)
Amy Rhone

5.4.B. Authorize the Commissioner to approve McKinney-Vento Homeless Assistance Grants for the 2022-23 school year
Beth Wooster and Ken Howard

5.4.C. Authorize the Commissioner to approve a continuation grant to the Board of Regents of the University of Nebraska to assist the School Safety and Security Program to build the capacity of Nebraska schools in the area of emergency management, violence prevention education and threat assessment
Zainab Rida

5.4.D. Authorize the Commissioner to approve continuation grants to the entities listed below in the provision of federally required IDEA Part C duties
Amy Rhone and Amy Bunnell

5.5. Lease Approvals

5.6. Minutes of the Previous State Board of Education Meeting

5.7. Miscellaneous Approvals

- 5.7.A. Authorize the Commissioner to approve the Veteran Education Cooperative Agreement for the fiscal year 2023
Marisol Birth and Brad Dirksen
- 5.7.B. Approve the renewal of the Educational service Unit #3 teacher waiver request
Melody Hobson
- 5.7.C. Approve renewal of the Santee Community Schools Rule 11 teacher waiver request
Melody Hobson
- 5.7.D. Approve school districts' requests for exclusions to the budget limitation in accordance with the provisions of the Tax Equity & Educational Opportunities Support Act
Bryce Wilson
- 5.7.E. Approve Brittany Schuster's appointment to the Nebraska Assistive Technology Partnership Advisory Council
Tobias Orr and Lindy Foley

6. STANDING COMMITTEE REPORTS President Koch Johns

6.1. Executive Committee President Koch Johns

6.2. Budget and Finance Committee Maureen Nickels

6.2.A. Monthly Board Travel Expense Report

6.2.B. In-State Travel Authorization Reports

6.2.C. Action Item: Authorize the Commissioner to accept the Afghan Refugee School Impact Supplements Federal Grant Award and enter into Cooperative Agreement with the Nebraska Department of Health and Human Services. Zainab Rida

6.2.D. Action Item: Authorize the Commissioner to submit the Biennial budget request Bryce Wilson and Jen Utemark

6.3. Planning and Evaluation Committee Patti Gubbels

6.3.A. Action Item: Approval of Nebraska's College & Career Ready Standards for Mathematics
Cory Epler and Marissa Payzant

6.3.B. Action item: Approve Rule 11 teacher waiver request for York Public Schools
Melody Hobson

6.3.C. Discussion Item: Ratify and approve a resolution declaring the State Board's support for LR335, the state's postsecondary attainment goal
Lane Carr

6.4. Rules and Regulations Committee
Lisa Fricke, Vice Chair

6.4.A. Report On Rules
Lisa Fricke, Vice Chair

7. SPECIAL COMMITTEE REPORTS
President Koch Johns

7.1. Report from the Ad Hoc Committee on Board Policy Manual Revision
Patti Gubbels

7.1.A. Action Item: Adopt the Resolution to Revise State Board of Education Policy Reference Manual
Patti Gubbels

8. ADDITIONAL BUSINESS
President Koch Johns

9. PUBLIC COMMENT PERIOD (The Board will hear Public Comment at or after 1:00 p.m.)
President Koch Johns

9.1. Public Comment

9.2. Written Public Comment

10. INFORMATION ITEMS AND REPORTS
President Koch Johns

10.1. Notification of Vacancy on the Special Education Advisory Council (SEAC)

10.2. Annual Report of Contracts and Grants Approved by the Commissioner

10.3. Contracts Approved by Commissioner

10.4. Grants Approved by Commissioner

10.5. Contested Case Update

11. GOOD OF THE ORDER

This section of the agenda is intended for Board members to offer informal observations of the work of the State Board. Board members may make brief announcements about attendance at future events for the purpose of informing other Board members. No business or motions, or suggested actions of the Board may be offered at this point in the agenda; nor should Board members engage in substantive discussion about other agenda items or introduce new agenda items.

President Koch Johns

12. ADJOURNMENT

President Koch Johns

The next regularly scheduled meeting of the State Board of Education will be held on Friday, October 7, 2022, at 9:00 a.m. at a location to be determined. As needed, a work session will be held on Thursday, October 6, 2022 at a time to be determined.

The agenda contains a list of subjects known at the time of its distribution on August 25, 2022. A copy of the agenda reflecting any changes will be available for public inspection during the normal business hours in the Office of the Commissioner of Education and on the State Board of Education's Agenda

page: www.education.ne.gov/StateBoard/Agendas.html. *Except for items of an emergency nature, the agenda will not be changed later than 24 hours before the scheduled commencement of the meeting.*

2022 Nebraska Teacher of the Year Report: Lee Perez



Natalia Lillian Perez Cruz: Born June 3rd, 2022



Washington Week: April 25th-29th



National Teacher of the Year: Kurt Russell



Space Camp: July 20th-25th





Upcoming Speaking Events:



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- 1. Keynote speaker MIDTESOL Conference in Kansas City on September 23 and 24th.
 - 2. Speaking to Omaha Public Schools Midland University cohort of teachers on September 29th.
 - 3. Speaking at the University of North Carolina at Wilmington (UNCW) Aspiring Educators conference on November 5th.
 - 4. Speaking to educators in the Philippines-TBD.
 - 5. Currently, I have given 44 speeches and those include keynotes, professional developments, and workshops.

Upcoming TOY events:

- 1. ETS Campus in Princeton New Jersey- October 27-29th
- 2. College Football National Championship Game- January 6-10th, 2023



2023

NATIONAL CHAMPIONSHIP

JANUARY 9 | LOS ANGELES

Questions:



Thank You!





PROPOSED AGENDA ITEM RATIONALE

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Kelly Heineke, Accountability, Accreditation and Program Approval

PROPOSED AGENDA ITEM: Annual Presentation from the President of the Nebraska Council on Teacher Education (NCTE).

RATIONALE/BACKGROUND INFORMATION: The Nebraska Council on Teacher Education is an advisory body to the State Board of Education. They develop and recommend standards related to the following: approval of Nebraska teacher education programs, teaching endorsements, and issuance of educator certificates. To meet the requirements of the State Board of Education approved NCTE organizational policies, “the NCTE president and/or President’s designee, is to present a report, at least annually, to the State Board of Education as part of the Board agenda or public comment period”.

PROPOSED BOARD MEETING (MONTH/YEAR):
September 2022

ESTIMATED COST:

N/A

ORGANIZATIONAL POLICIES
OF THE
NEBRASKA COUNCIL ON TEACHER EDUCATION

1.00 THE NEBRASKA COUNCIL ON TEACHER EDUCATION

The Nebraska Council on Teacher Education (NCTE) is an advisory body to the Nebraska State Board of Education. The membership is appointed by the State Board of Education from representatives of state-wide organizations which have a direct involvement or interest in teacher and administrative preparation, and from higher education institutions in Nebraska which are approved by the State Board of Education to prepare and recommend for certification teachers, administrators, and counselors; and those people recommended for special services endorsements. The State Board of Education reserves unto itself sole authority over college program approval and certification.

2.00 PURPOSE

As an advisory body to the State Board of Education (Board), NCTE will develop and recommend for State Board approval and adoption:

2.01 Standards relating to state approval of higher education institutions providing teacher and/or administrative preparatory programs; and programs leading to special services certification.

2.02 Standards relating to admission into and retention in an approved professional education program leading to teacher, administrative, or special services certification.

2.03 Standards relating to the issuance of teacher, administrative, and special services certification.

2.04 Standards relating to certification endorsements.

2.05 Standards relating to the relationships of Nebraska teacher, administrator, and special services certification with other states and national bodies.

Further, NCTE members will, at the request of the Nebraska Department of Education (NDE), and pursuant to NDE regulations, participate in educator program approval reviews and associated campus visits to those institutions seeking approval for their programs leading to teacher, administrative, and/or special services certification and endorsements, and may recommend approval or non-approval of those programs in compliance with regulations adopted by the State for such purposes.

Additionally, NCTE, through its regular meetings, will provide a forum where representatives of educator preparation, practicing educators, the Nebraska Department of Education, and other educator preparation and certification stakeholders can meet and discuss those issues affecting professional preparation, and seek solutions to problems impacting on the quality of preparation of certified professionals in school settings. The goal of the college approval and professional certification process is to ensure the citizens of Nebraska, in particular, and citizens of the United States, in general, that the teachers and administrators in this state are well qualified and meet all state laws governing certification.

3.00 STATUTORY AUTHORITY

Appointments to the NCTE are made by the Board pursuant to its authorization. Sections 79-318(9), R.R.S., 1943, and 79-808, R.R.S., 1943.

4.00 MEMBERSHIP

The State Board of Education shall appoint all members of the NCTE. Membership shall include equal representation of Higher Education, School Governance, and Teachers as specified in Sections 4.01, 4.02, and 4.03. Terms shall begin August 1 in the year in which the members are appointed and shall continue until July 31 in the year in which their terms expire.

Members are expected to act as liaisons between the NCTE and the groups they represent.

Organizations submitting nominations for members and alternates shall give consideration to balancing the representation with regard to geographic location and state board district, gender, ethnicity, grade level, academic subject area, and school enrollment size. Selection of members shall be in accordance with the following provisions:

4.01 Higher Education

One (1) representative shall be nominated from each Board approved teacher preparation college or university. The representatives shall be nominated by the university or college chancellor or president.

4.02 School Governance

The number of persons representing School Governance shall equal the number of Board approved teacher preparation institutions, and nominated as follows:

4.02A NCAPE Representative. One (1) administrator shall be nominated by the Nebraska Council of American Private Education (NCAPE) to represent private schools.

4.02B School Board Membership. Two (2) School Governance members shall be nominated by the Nebraska Association of School Boards (NASB).

4.02C Administrative/Supervisory Membership. Those nominated and appointed shall include individuals who perform in administrative or supervisory roles in public school or agency settings and include School Administrators, Curriculum Directors, Human Resources and ESU personnel.

4.02Ci Nine (9) members shall be nominated by the Nebraska Council on School Administrators (NCSA).

4.02Cii One (1) Administrative/Supervisory member shall be appointed by the State Board of Education.

4.02D Community College Representative. One (1) individual representing Community Colleges shall be nominated by the Nebraska Community College Association.

4.02E Nebraska Department of Education (NDE). Two (2) representatives of the Nebraska Department of Education shall be nominated by the Nebraska Commissioner of Education.

4.03 Teachers

The number of persons representing practicing teachers shall equal the number of Board approved teacher preparation institutions, and shall be nominated as follows:

4.03A Two (2) shall be nominated by the State Board of Education, and

4.03B The remaining shall be nominated by the Nebraska State Education Association (NSEA).

5.00 ALTERNATES

Each category of membership shall nominate alternates to the Council. The alternates may serve as voting members when members of the official delegation are unable to attend. Names of alternates shall be submitted at the same time as proposed NCTE nominations.

5.01 The NCSA may nominate six (6) alternates; NASB, one (1); NSEA, eight (8); NDE, one (1); NCAPE, one (1); State Board of Education, two (2); and Educator Preparation institutions, one (1) each.

5.02 Alternates may attend meetings of NCTE at times other than when serving as an official delegate but under such circumstances shall not have voting privileges. When not replacing an official delegate, expenses of alternates in attendance are not eligible for state reimbursement.

6.00 METHOD OF SELECTING MEMBERS AND ALTERNATES

Nominations for members and alternates shall be submitted to the Executive Committee of NCTE, which shall review the nominees to determine if the requirements are achieved as described in Section 4.00. If necessary, the Executive Committee will ask a nominating group to modify its list so that the requirements are achieved. The Executive Committee shall submit the final list of nominees to the Commissioner of Education for State Board action prior to the first meeting of the membership year.

When NCTE members are no longer in the position which qualified them for appointment to NCTE, they shall immediately resign from the NCTE. If an approved alternate cannot be utilized for the remaining membership year, the Executive Committee will ask the nominating group or institution for an immediate replacement. Interim replacements made after the annual State Board of Education approval will be approved by NDE staff and formally approved by the State Board if they continue to serve as an NCTE member in the next membership year.

7.00 LENGTH OF TERM

Representatives from the School Governance and the Teachers categories shall serve a term of four years. Representatives of Higher Education and the Department of Education shall be appointed annually.

8.00 NCTE OFFICERS

NCTE officers shall consist of President and President-Elect, who shall serve for a term of two years. Nominations for President-Elect shall be presented at the spring semester meeting of odd numbered years and elected by the membership of NCTE at the summer meeting. The President-Elect shall serve two years as President-Elect and two years as President. The President and President-Elect shall assume office August 1 of the odd numbered years. A representative of the Nebraska Department of Education or his/her designee shall serve as the recording secretary in a non-voting capacity.

The President and President-Elect shall be representative of different membership groups, i.e.,

Governance, Higher Education, Teachers.

The President or the President's designee shall serve as the presiding officer of NCTE and liaison to the Board.

The President and/or the President's designee, will attend regularly, and present a report, at least annually, to the State Board of Education as part of the Board agenda or public comment period.

9.00 EXECUTIVE COMMITTEE

The President, President-Elect, Chairpersons of the Standing Committees, and the two NDE representatives shall constitute the Executive Committee. In the event that any of the following groups: Governance, Higher Education, or Teachers are not represented on the Executive Committee by virtue of office or serving on a Standing Committee, the Executive Committee shall appoint a representative of that unrepresented group to serve for a one-year term.

9.01 Duties. The duties of the Executive Committee shall include the following:

9.01A Meet at least thirty (30) days prior to each regular meeting of the NCTE to prepare an agenda.

9.01B Provide guidance and leadership in conducting the business of NCTE.

9.01C Coordinate the work of the Standing Committees and *ad hoc* committees.

9.01D Review the list of nominees and alternates for appointment to NCTE as provided under the provisions governing membership (Section 6.00) and transmit a final list of nominees to the Commissioner of Education for Board action. The Executive Committee is responsible for determining reasonable balance in the NCTE as described in Section 4.00.

9.01E Appoint a nominating committee of three members: one each from school governance, higher education, and teacher delegates who shall seek candidates for the office of President-Elect. This committee will prepare a slate of nominees to be presented at the March meeting of the odd numbered years and voted on at the June meeting. Nominations may also be made from the floor.

9.01F Appoint the President-Elect as President if the President fails to complete his/her term. The Executive Committee shall then appoint, from the membership of NCTE, an individual to fill the office of President-Elect until the office can be filled by election at the next June meeting.

9.01G Appoint the President and President-Elect if both offices should simultaneously become vacant, until the offices can be filled by election at the next June meeting.

9.01H Assign members of NCTE to Standing Committees of NCTE and make reassignments to fill vacancies as they occur.

9.01I Annually approve a calendar of anticipated endorsement reviews.

9.01J Review proposed endorsements as presented by the *ad hoc* committee chair. The Executive Committee may return the proposed endorsement to the *ad*

hoc committee with recommendations for modification, make minor changes in the proposed endorsement with the approval of the *ad hoc* committee chair, and/or forward it to the appropriate Standing Committee

9.01K Review every proposed endorsement as presented by the *ad hoc* committee chair for requests to change the number of semester credit hours, grade levels, and undergraduate or graduate status. Any changes in these three areas must be approved by the Executive Committee.

9.01L Initiate, receive, and/or evaluate proposals for new endorsements. The Executive Committee will refer any proposed new endorsement to the full Council. The full Council will decide whether such a proposed endorsement shall be recommended for addition to Rule 24. If the Council decides favorably, an *ad hoc* committee will be set up under the normal procedures.

9.01M The Executive Committee may initiate, receive and/or evaluate proposals for endorsement revisions and will refer those proposals to the appropriate *ad hoc* or Standing Committee for action under the normal procedures.

9.01N Act on behalf of the full Council when there is a need for a decision which cannot be postponed to a subsequent regular meeting of the full Council. When such action is taken, a report will be made to the membership at the next regular meeting. The Executive Committee may make a decision on any topic except to reverse a recent decision of the Council.

10.00 STANDING COMMITTEE OFFICERS.

During the spring semester meeting of each even numbered year, each Standing Committee, from its membership, shall elect a Chairperson, Vice Chairperson, and Secretary who shall serve for a term of two years. The officers may be re-elected once. Succeeding officers for each position must be elected from a different representational group. The term shall begin August 1st of the same year. In the event of a resignation or vacancy, the Standing Committee shall elect a successor at the next regularly scheduled meeting.

The Secretary shall provide a copy of the minutes to NDE within 14 days of the meeting for inclusion in the published minutes of the Council.

11.00 STANDING COMMITTEES

There shall be three Standing Committees with membership drawn from the members of NCTE. Membership on each Standing Committee shall consist of one-third of the NCTE membership, and each committee shall include a balanced number of representatives from Higher Education, Governance, and Teachers. The Executive Committee will determine, to the extent possible, the priority agenda items for the membership year for each Standing Committee at their meeting preceding the first annual NCTE meeting. Additional agenda items may be identified throughout the membership year.

11.01 Responsibilities of the Standing Committees shall be to:

Conduct periodic review of educator certification requirements and recommend changes to NCTE for consideration and adoption. Such recommendations, when approved, shall constitute recommendations to the Board for revision in applicable educator preparation and certification Rules.

Deliberate and make recommendations to the full Council on such special issues as assigned.

Review the requirements for endorsements on a schedule determined by the Executive Committee in collaboration with NDE staff and shall recommend revisions in such requirements to the full Council. Action taken by the full Council shall constitute a recommendation to the Board. The committee, in conducting such reviews, shall utilize the expertise of *ad hoc* committees which shall meet the requirements set forth under Section 17.00. Recommend the names and addresses of appropriate persons to serve on the *ad hoc* committees according to the categories stipulated in the *Ad Hoc* Committee Guidelines. Such names will be submitted to the Nebraska Department of Education who will create a balanced *ad hoc* committee according to the guidelines in Section 17.00.

If, in the opinion of the Executive Committee, extra meetings of a Standing Committee need to occur in order to process the endorsements in an expeditious manner, special meetings may be called. In such cases, the State of Nebraska will cover the usual expenses as described in Section 16.00.

12.00 COLLEGE APPROVAL

The full Council shall act as a committee of the whole to recommend college approval. Using the standards adopted by the Board for approval of educator preparation programs, the Department of Education shall schedule and provide for folio review teams and college visits. The visitation teams will include NCTE representatives who have participated in NDE-sponsored college approval process training.

- A. The number of persons serving on State folio review and visitation teams will be determined by the size of the institution.
- B. Areas of expertise for persons nominated to serve on state approval teams will be reviewed by NDE prior to appointment to a review team.
- C. Persons selected to serve on visitation teams must verify that they do not have a conflict of interest with that institution.
- D. The Nebraska Department of Education shall coordinate college program approval training and updates on a schedule recommended by the Executive Committee.
- E. NDE staff will report the results of the state program approval to NCTE. The unit head, or his/her designee, shall be afforded an opportunity to respond to a visitation report before a recommendation is made by the full Council to the Department of Education. The rejoinder will be made to the Executive Committee prior to the commencement of the morning business meeting. A recommendation for action by the NCTE will be made by the Executive Committee during the afternoon business meeting.
- F. NCTE executive committee representatives shall forward NCTE recommendations to the Commissioner of Education for State Board of Education action.

13.00 MEETINGS OF NCTE

There shall be three regular meetings of NCTE – one during the fall semester, one during the spring semester, and one during the summer. Meetings of the NCTE shall be subject to the open meetings law and public notice of said meetings shall be made by NDE.

The meeting agenda and associated materials for Council action will be posted to the website thirty (30) days prior to the meeting date.

Special meetings of the Council may be called by the President when authorized by the Executive Committee and approved by the Commissioner of Education.

All meetings will be in compliance with the Nebraska Open Meetings Act, Nebraska Revised State Statute 85-1401 through 84-1414.

14.00 VISITORS COMMENT PERIOD

In conjunction with each meeting of NCTE, there shall be a public comment period at which time those members of the public wishing to address NCTE shall have an opportunity to do so, subject to procedures adopted by NCTE. The presiding officer shall have the right to limit discussion in order to facilitate the work of NCTE.

In conjunction with debate on specific recommendations being considered by NCTE, the Chairperson of a Standing Committee or the President may request that a non-member be allowed to address the membership regarding that issue. The request shall be granted unless there is an objection. In such event, the non-member shall be granted speaking privileges only by an affirmative vote of a majority of the membership present.

15.00 AMENDMENTS TO THESE ORGANIZATIONAL POLICIES

These Organizational Policies may be recommended for changes by majority vote of the membership present provided that such recommended changes shall have been provided to the membership at least 30 days prior to the date of the business meeting at which a vote to amend is taken. The NCTE President, or his/her designee, shall present the recommendations to the State Board of Education. Such recommended changes shall become effective when approved by the State Board of Education.

16.00 EXPENSES

Expenses for Program Reviews, Approval Visits; NCTE, Executive Committee, Task Force, and *ad hoc* committee meetings; and NCTE member and alternate (when serving as a delegate) expenses for such meetings shall be borne by the State of Nebraska in accordance with state approved expense guidelines.

Members of *ad hoc* committees will be reimbursed for expenses by the State of Nebraska in accordance with state approved expense guidelines. School districts may be reimbursed for the cost of a substitute for teachers serving on *ad hoc* committees.

17.00 PROCEDURES FOR ENDORSEMENT REVISION

17.01 Ad Hoc Committee Overview. The *ad hoc* committee membership is selected to give representation to professional teacher educators; scholars in the field; PK-12 educators; the general public; administrators; and the Nebraska Department of Education. Members are selected to reflect balanced representation with regard to geographic location and state board district, gender, ethnicity, grade level, academic subject area, and school enrollment size. It is the responsibility of the *ad hoc* committee to review and update the criteria for endorsement in the specified area, such that

teacher, administrator, and special services educator requirements reflect the best of current knowledge and are responsive to special needs in Nebraska.

17.02 Ad Hoc Chairs. Chairs of the *ad hoc* committees shall be collaboratively determined by the NDE Team Leader responsible for the endorsement area, and the NDE designee with responsibilities for NCTE coordination.

17.03 Ad Hoc Membership. The membership of an *ad hoc* committee shall include representation from the categories below. *Ad hoc* committees will generally include 10-12 members. Members may fulfill more than one of the categories listed below:

17.03A Practitioners currently endorsed and employed in approved or accredited public or private schools in the endorsement area at the grade levels under consideration.

17.03B Faculty members from a college or department of education who are teaching professional education courses or serve as the certification official at an approved educator preparation institution.

17.03C Specialists in the content area which might include Arts and Science college faculty or persons drawn from professional practice in the endorsement area.

17.03D Administrative or supervisory personnel from approved or accredited public or private schools with responsibility for supervision, leadership or personnel functions at the grade levels and/or in the content area.

17.03E Representation from the NCTE Standing Committee to which the endorsement has been assigned.

17.03F A Nebraska Department of Education representative who has responsibilities related to the endorsement area and who may also serve as the *Ad Hoc Committee* chair.

17.03G Representatives of national/state specialty professional associations or professionals drawn from areas of employment related to the content areas.

17.03H Additional PK-12 school practitioners or higher education faculty members to equalize the representation between these two groups.

17.03I A Nebraska Department of Education designee, who will be a non-voting member and serve as a consultant for the *ad hoc* committee.

17.04 Ad Hoc Procedures

Designated Nebraska Department of Education staff will coordinate with Ad Hoc committee:

17.04A Review Nebraska endorsement requirements for the specific area.

17.04B Review guidelines from other regulating bodies such as learned societies/specialty professional associations, national accrediting bodies, Nebraska K-12 Content Standards/Frameworks and the National Board for

Professional Teaching Standards.

17.04C Review Nebraska and national supply and demand data.

17.04D Review current trends and research for educator preparation in the specified areas.

17.04E Determine if there is a need to continue the endorsement area.

17.04F Act as liaison persons between *ad hoc* committee deliberations and the groups they represent.

17.04G Present endorsement revisions to the NCTE Executive Committee.

17.05 NCTE Endorsement Approval. Upon approval by the Executive Committee, the revised endorsement will move through NCTE utilizing the following process.

17.05A First Hearing. The proposed endorsement (Rule 24 and Guidelines) is presented to the full Council at the general session. The *ad hoc* committee chair (or the individual(s) proposing a revision) presents the proposed endorsement and also leads discussion from the NCTE membership regarding questions and concerns identified by the membership, including those submitted prior to the meeting.

17.05B Second Hearing. The Standing Committee assigned to the endorsement continues discussion of the endorsement immediately following the 1st general session of the NCTE meeting. The Standing Committee may:

1. Recommend changes before the next regularly scheduled NCTE meeting. If major changes are needed before the Standing Committees will approve the endorsement, it is usually sent back to the *ad hoc* committee. However, the appropriate Standing Committee reserves the right to make any and all final changes before presentation to the full Council. If substantive changes or further clarification or discussion is needed prior to a final vote, the proposed endorsement will be moved to consideration at the next NCTE full Council meeting;
2. Accept the proposed endorsement at this second reading, and if no changes are needed, recommend a final vote at the 2nd General Session; or
3. Recommend the endorsement be held for final vote until the next full Council meeting.

17.05C Presentation to the Full Council. The proposed endorsement with the approval of the Standing Committee is presented to the full Council by the Chair of the Standing Committee for a roll call vote. If a majority vote to accept the endorsement is not achieved, the endorsement will remain in Second Hearing and return to the Standing Committee for additional discussion and revision. Upon approval by the full Council, the recommendations are forwarded to the State Board.

NCTE PRESENTATION TO THE NEBRASKA STATE BOARD OF EDUCATION

FRIDAY, SEPTEMBER 2, 2022

NEBRASKA COUNCIL ON TEACHER EDUCATION (NCTE)

Introduction & Purpose

NCTE President & Executive Board

Purpose of the presentation

NEBRASKA COUNCIL ON TEACHER EDUCATION (NCTE)

Mission of NCTE

Advisory Body to the State Board of Education

Members are approved by the State Board of Education

Representation from of state-wide organizations with a direct involvement in teacher and administrative preparation and from higher education institutions in Nebraska which are approved by the State Board of Education.

Unique structure with input from all stakeholders

One other state (Georgia) has a similar process

NEBRASKA STATE RULES & REGULATIONS - PURPOSE OF NCTE

Advise and recommend for State Board of Education approval and adoption:

Rule 20 - REGULATIONS FOR THE APPROVAL OF TEACHER EDUCATION PROGRAMS

Rule 21 - REGULATIONS FOR THE ISSUANCE OF CERTIFICATES AND PERMITS TO TEACH, PROVIDE SPECIAL SERVICES, AND ADMINISTER IN NEBRASKA SCHOOLS

Rule 23 - REGULATIONS FOR THE BASIC SKILLS COMPETENCY TESTING OF TEACHERS AND ADMINISTRATORS

Rule 24 - REGULATIONS FOR CERTIFICATE ENDORSEMENTS

NEBRASKA COUNCIL ON TEACHER EDUCATION (NCTE)

Membership

Equal representation from

Nebraska Council of School Administrators (NCSA)

Includes two members from Nebraska Association of School Boards (NASB)

Nebraska State Education Association (NSEA)

Includes two teachers appointed by the State Board of Education

Nebraska Council for Accreditation of Teacher Education (NCATE)

Includes one representative from each approved Teacher Prep program

NEBRASKA COUNCIL ON TEACHER EDUCATION (NCTE)

Ad-Hoc Committee

Comprised of P-20 Professional Educators, Subject Matter Experts, and NDE Staff

Balanced Representation with regard to geographic location and state board district, gender, ethnicity, grade level, academic subject area, and school enrollment size

Purpose is to review and update the criteria for endorsements in the specified areas

NEBRASKA COUNCIL ON TEACHER EDUCATION (NCTE)

Meeting Structure

NCTE Full Council Meetings - 3 times/year (Fall, Spring, Summer)

Meetings conducted under the Nebraska Open Meetings Act

Including a public comment section

Executive Committee Meetings - 3 times/year

Agenda must be set and posted 30 days prior to the full NCTE Meeting

All information relating to NCTE is on the NDE website

NEBRASKA COUNCIL ON TEACHER EDUCATION (NCTE)

NCTE Meeting Agenda Format

General session

Open meeting announcement and public comment

Approval/review of prior meeting minutes

Informational Session

Topics of general interest for NCTE

Guest speakers

Updates from NDE staff on Rules, program approvals, endorsement updates



NEBRASKA COUNCIL ON TEACHER EDUCATION (NCTE)

NCTE Meeting Agenda Format

Committee Meetings

Membership is divided into three equal committees

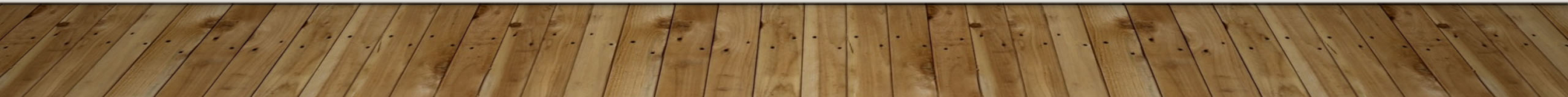
Committees include a Chair, Vice-Chair, Secretary

Committee Chair serves on Executive Committee

Agenda items include

Discussion on endorsements, discussion on Rule, agenda topics, (ie: teacher shortage)

Report back the work of the morning committee session to the full council



NEBRASKA COUNCIL ON TEACHER EDUCATION (NCTE)

NCTE Meeting Agenda Format

Second General Session

Reports from committee work

Recommendations for full NCTE approval

Accept the proposed endorsement at this 2nd session

Recommend the proposed endorsement be held until the next full council meeting

Recommend the proposed endorsement be routed back to the Ad-Hoc committee for further consideration

NEBRASKA COUNCIL ON TEACHER EDUCATION (NCTE)

Process for Approval and Recommendation to State Board

Ad-Hoc Committee

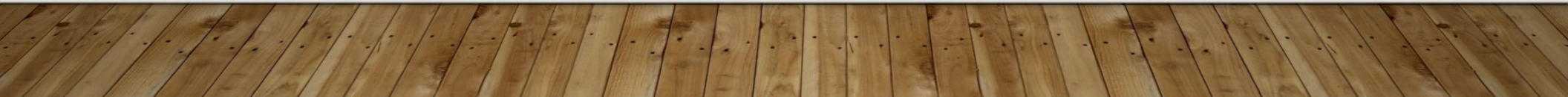
NCTE - First and Second Hearings

Public Hearings

State Board of Education

Attorney General

Governor



NEBRASKA COUNCIL ON TEACHER EDUCATION (NCTE)

Recent Work and Success of NCTE

Endorsements - Five have gone through the process since 2019 and are waiting approval

Teacher shortage

Certification flexibility

Position statements on these initiatives coming in spring 2023

NEBRASKA COUNCIL ON TEACHER EDUCATION (NCTE)

Challenges facing NCTE

Recruitment of Educators

Retention

Improve perception and marketing of the profession

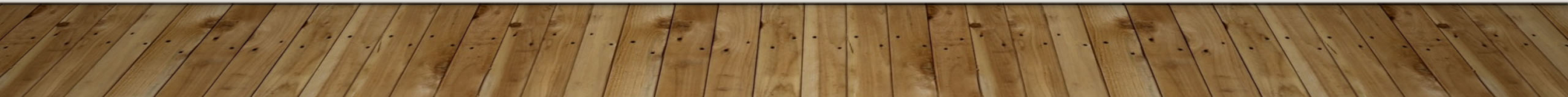
Certification barriers including alternate pathways that demonstrate competency

NEBRASKA COUNCIL ON TEACHER EDUCATION (NCTE)

Closing Summary

Role of State Board of Education is impactful and your work makes a difference!

"NCTE understands the importance of being in a state that has an elected board of education that supports local control with a focus on quality education for all students in Nebraska."



Out-State Travel Authorization Reports - September

| <u>Name</u> | <u>Event Name</u> | <u>Date</u> | <u>Location</u> | <u>Trip Request</u> (i.e. 1st, 2nd, Other) |
|--------------------|-------------------|-------------|-----------------|--|
| Lisa Fricke | (NONE) | | | |
| Jacquelyn Morrison | (NONE) | | | |
| Deborah Neary | (NONE) | | | |
| Kirk Penner | (NONE) | | | |

Out-State Travel Authorization Reports - September

| <u>Name</u> | <u>Event Name</u> | <u>Date</u> | <u>Location</u> |
|------------------|-------------------------|-------------------|-----------------|
| Patsy Koch Johns | (NONE) | | |
| Patti Gubbels | NASBE Annual Conference | 10/26/22-10/29/22 | Phoenix, AZ |
| Maureen Nickels | (NONE) | | |
| Robin Stevens | (NONE) | | |



PROPOSED AGENDA ITEM RATIONALE

DATE: August 16, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Keri Bennett, Nebraska VR Program Director for Acquired Brain Injury
Lindy Foley, Nebraska VR Office Administrator

PROPOSED AGENDA ITEM: Authorize the Commissioner to renew a contract with Partners for Insightful Evaluation (PIE).

RATIONALE/BACKGROUND INFORMATION: PIE provides program performance evaluation services for Nebraska VR's Traumatic Brain Injury (TBI) State Demonstration Grant Program. Evaluation services include developing data collection methods and forms, collecting and analyzing data generated from grant-funded activities and collaborating organizations, monitoring ongoing processes, measuring progress in achieving grant objectives, and reporting the outcome and impact of program activities. A contract with PIE was approved in May 2022 by the Nebraska State Board of Education for a similar scope of work associated with the COVID-19 pandemic and TBI recovery activities which is funded by the Administration for Community Living, Traumatic Brain Injury State Demonstration Grant Program, Grant #90TBPH0013-01-00 in the amount of \$58,803.00. After further negotiation with the contractor, that amount was ultimately split between two years. That current contract is for \$36,570.00 and we anticipate contracting for the balance of \$22,233.00 in May 2023. Together, the two PIE contracts in effect in the same year but funded by different sources will total \$64,570.00.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2022

ESTIMATED COST: \$28,000.00

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Statutory Authority: Traumatic Brain Injury Act of 2018 (PL 115-337); (42 U.S.C. 300d-52), CFDA No. 93.234, Administration for Community Living, Traumatic Brain Injury State Demonstration Grant Program, Award number 90TBSG0073-02-00
- New or Renewal: Renewal
- If renewal, date of first approval: September 1, 2021



PROPOSED AGENDA ITEM RATIONALE

DATE: August 19, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Zainab Rida, Ph.D.

PROPOSED AGENDA ITEM: Authorize the Commissioner to renew the contract with partners for the Project AWARE 1.0 grant from the U.S. Department of Health and Human Services.

RATIONALE/BACKGROUND INFORMATION: The Nebraska Department of Education was awarded a Project AWARE (Advancing Wellness and Resiliency in Education) State Education Agency Grant through the Substance Abuse and Mental Health Services Administration (SAMHSA), Center for Mental Health Services (CMHS) within the U.S. Department of Health and Human Services. This project addresses the high level of mental and behavioral health needs of school-aged children in rural schools, including depression, anxiety, suicide ideation, and trauma. The State Board of Education authorized the Commissioner to accept the grant at the October 5, 2018, Board Meeting.

As documented and approved in the grant application, the Department intends to contract with the following partners through September 29, 2023:

- University of Nebraska Board of Regions—Lincoln Public Policy Center for project evaluation, including data collection, performance measurement, and written reports;
- Chadron Public Schools for local project development, implementation, operation, and data collection;
- Hastings Public Schools for local project development, implementation, operation, and data collection, and;
- South Sioux City Community Schools Public Schools for local project development, implementation, operation, and data collection.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2022

ESTIMATED COST: Not to exceed \$1,344.676

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal SAMHSA Project AWARE Grant
- New or Renewal: Renewal
- If renewal, date of first approval: October 5, 2018



PROPOSED AGENDA ITEM RATIONALE

DATE: August 19, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Zainab Rida, Ph.D.

PROPOSED AGENDA ITEM: Authorize the Commissioner to renew the contract with partners for the Project AWARE 2.0 grant from the U.S. Department of Health and Human Services.

RATIONALE/BACKGROUND INFORMATION: The Nebraska Department of Education was awarded a Project AWARE 2.0 (Advancing Wellness and Resiliency in Education) State Education Agency Grant through the Substance Abuse and Mental Health Services Administration (SAMHSA), Center for Mental Health Services (CMHS) within the U.S. Department of Health and Human Services. This project addresses the high level of mental and behavioral health needs of school-aged children in rural schools, including depression, anxiety, suicide ideation, and trauma. The State Board of Education authorized the Commissioner to accept the grant at the October 8, 2021, Board Meeting.

As documented and approved in the grant application, the Department intends to contract with the following partners through September 29, 2023:

- University of Nebraska Board of Regions—Lincoln Public Policy Center for project evaluation, including data collection, performance measurement, and written reports;
- Lexington Public Schools for local project development, implementation, operation, and data collection;
- Nebraska City Public Schools for local project development, implementation, operation, and data collection, and;
- Valentine Community Schools for local project development, implementation, operation, and data collection.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2022

ESTIMATED COST: Not to exceed \$1,364,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal SAMHSA Project AWARE Grant
- New or Renewal: Renewal
- If renewal, date of first approval: October 8, 2021



PROPOSED AGENDA ITEM RATIONALE

DATE: August 25, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Jan Handa, Zainab Rida

PROPOSED AGENDA ITEM: Grant the Commissioner the authority to contract with The Board of Regents of the University of Nebraska, a public body corporate for and on behalf of the University of Nebraska Medical Center (UNMC), Munroe-Meyer Institute, for a period from October 1, 2022 to September 30, 2023 for the purpose of providing comprehensive statewide external evaluation services for the 21st Century Community Learning Centers (21st CCLC) and Expanded Learning Opportunity Grant Programs.

RATIONALE/BACKGROUND INFORMATION: The 21st CCLC grant program has contracted with UNMC, Munroe-Meyer Institute (MMI) since 2002. In 2018 we released a Request for Information to consider providers of statewide program evaluation services and continuous improvement processes and they were selected. MMI staff implement all statewide evaluation and continuous improvement processes for 142 Nebraska sites funded by a 21st CCLC federal grant and approximately 75 sites providing programming funded by Nebraska lottery proceeds through an Expanded Learning Opportunity Grant. MMI staff developed the database and systems used by all grantees to collect required data and are responsible for the continued development, revisions and implementation of the Nebraska Afterschool Quality and Continuous Improvement System, including training and technical assistance, as well as implementation of new federal reporting requirements. This contract includes travel costs for MMI evaluators to conduct external observations at approximately 60 sites.

PROPOSED BOARD MEETING (MONTH/YEAR): September/2022

ESTIMATED COST: \$221,619

FOR CONTRACTS AND GRANTS:

Indicate the Funding Source: Federal Funds in Title IV, Part B of the Every Student Succeeds Act and State Funds in the Expanded Learning Opportunity Grant Program Act.

- New or Renewal: Renewal
- If renewal, date of first approval: 2002



PROPOSED AGENDA ITEM RATIONALE

DATE: August 17, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Grant the Commissioner the authority to approve an amendment to a contract with Erica Timperley for services as an anchor for program quality assessments.

RATIONALE/BACKGROUND INFORMATION: Step Up to Quality and Results Matter rely on the accuracy of structured program quality observations to provide a basis for quality improvement. In the case of Step Up to Quality, also to earn points that determine the step rating of the program. The Office of Early Childhood Education contracts with a cadre of trained observers to accomplish the program quality scale ratings. The strength of the system is based on the training of observers. Part of that training includes achieving and maintaining a high level of reliability with “anchors” (expert observers who have achieved reliability with processes set by the program quality tool publishers/authors).

Erica Timperley is an anchor for the program observation tools. Anchors are chosen based on an application and interview process and on the results of their reliability with the representative trainers from the publishers of the program quality tools.

PROPOSED BOARD MEETING: September 2022

ESTIMATED COST: Current contract is \$49,400. Amendment will add up to \$15,000 for time and \$3,000 for expenses for a total of \$67,400

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal CCDF dollars
- New or Renewal: Renewal

- If renewal, date of first approval: The Office of Early Childhood first contracted with Ms. Temperley to be a program quality observer in 2016. In early 2021 she applied and was chosen to be a program quality anchor.



PROPOSED AGENDA ITEM RATIONALE

DATE: August 19, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Cory Epler, Ph.D.
Academic Officer

Marissa Payzant, Ed.D.
Assistant Administrator – Office of Teaching, Learning, and Assessment

PROPOSED AGENDA ITEM: Authorize the Commissioner to amend the current contract with Education Resource Strategies (ERS)

RATIONALE/BACKGROUND INFORMATION: To see more equitable and effective use of time in elementary grades, Education Resource Strategies (ERS) is completing a landscape analysis to understand the need and opportunity for Nebraska-specific exemplars, tools, and guidance related to elementary schedule and staffing. This also includes direct support and capacity-building for school districts/school systems and elementary schedule development. ERS leads change in scheduling practices through their customized scheduling and staffing resources, including models that were utilized throughout the COVID-19 pandemic. With this contract amendment, ERS will also:

Generate a proposal for evolving Nebraska’s Elementary Planning Guide to emphasize and prioritize the full range of school design strategies the NDE seeks to promote (i.e. small group instruction, shared grade-level planning time) alongside tactical schedule and planning decisions.

Document a set of “real life” school designs and scheduling models that align with NDE’s priority strategies and are being piloted by participants in the school design & improvement efforts.

Build a tailored set of materials, including examples showing the range of scheduling moves that meet NDE’s priority strategies. Update relevant sections with new guidance and artifacts that draw on real-life Nebraska examples, the ERS School Design toolkit, and any guidance or artifacts from other learning partners in the state with a focus on continuing learning recovery coming out of the pandemic and linking instructional strategies to resource use decisions.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2022

ESTIMATED COST: Contract is amended not to exceed \$121,500 (from current contract amount of \$49,500)

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: General Funds (Teaching, Learning, and Assessment) & Federal Funds (Title IVA)
- New or Renewal: Contract Amendment



PROPOSED AGENDA ITEM RATIONALE

DATE: August 17, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Lane Carr
Administrator, Office of Policy & Strategic Initiatives

PROPOSED AGENDA ITEM: Authorize the Commissioner to contract with the Nebraska Association of Colleges of Teacher Education (NACTE) to host the Educator Shortage Summit 2.0.

RATIONALE/BACKGROUND INFORMATION:

In August 2022, the State Board approved the below list of recipients for the Educator Shortage Grant. A clerical error mistakenly listed the recipient of one of the grants for the Educator Shortage Summit 2.0 as UNL instead of NACTE. This item corrects that error, as noted below.

On April 6, 2022, the NDE, in partnership with NACTE, convened 20 stakeholders to discuss statewide ESSER III investment strategies to address the educator shortage. Attendees included leaders from public and private schools, ESUs, policy partners including NSEA, NASB, and NCSA, educator preparation program officials, and NDE staff.

The NDE used this input to develop the Educator Pipeline Grant, which had the following objectives:

- Address the immediate shortages of educators, including but not limited to strategies supporting the recruitment, preparation, and retention of teachers, paraprofessionals, education specialists, and leaders.
- Provide funding to a site and/or a consortium of sites to create localized approaches to addressing the educator shortage.
- Develop and deepen partnerships to address the complex educator shortage problem.

The grant had three funding levels: \$250,000, \$100,000, and \$50,000. Primary scoring priorities focused on well-articulated partnerships, focus on immediate needs, stakeholder engagement, strong evidence-basis, evaluation, and focus on identified shortage areas.

The NDE opened the grant opportunity May 23 and closed the grant June 13. The agency received 25 applicants requesting a total of \$3.5 million. Applications were triple reviewed by a team of eight NDE staff. The following are the proposed recipients needing state board approval:

\$250,000

- University of Nebraska-Lincoln – The New Nebraska Teaching Project
- University of Nebraska-Kearney – Mid-Nebraska Educator Pipeline

\$100,000

- Doane University - Educator Pipeline Collaborative: Regional Multiple Modality Grow Your Own, Dual Credit Education Career Pathway (Epic)
- Chadron State College – Nebraska Panhandle Para to Teacher Academy
- Westside Community Schools – Growing Our Own – EA to Teacher Ladder Program
- ESU 6 & 9 – Grow Your Own: Addressing Educator Pipeline Shortage in Rural Southeast & South Central NE
- MOEC/UNO - Synergy: Utilizing Collaborative Leadership Training to Positively Flip the Conversation about Education Profession
- ESU 6 – Lead Nebraska
- ESU 4 – Coaching 4 Retention
- Scottsbluff Public Schools – Scottsbluff Public Schools Recruiting & Retaining Project
- UNL/LPS – Building the Special Education Teacher Pipeline

\$50,000

- ~~UNLNACTE~~ – Educator Shortage Summit 2.0
- ESU2 – ESU2-Midland University Induction
- Wood River – Grow Your Own
- ESU8 – Empowered to Stay

PROPOSED BOARD MEETING (MONTH/YEAR): August 2022

ESTIMATED COST: \$1.6 million

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: ESSER III
- New or Renewal: New
- If renewal, date of first approval:



PROPOSED AGENDA ITEM RATIONALE

DATE: August 16, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Amy Rhone, Office of Special Education

PROPOSED AGENDA ITEM: Authorize the Commissioner to approve grant to the University of Nebraska (UNL) - Visual Impairment Project and federal Deaf-Blind Project (final year).

RATIONALE/BACKGROUND INFORMATION:

UNL-VI and OM: This project provides the instructional infrastructure for a Visual Impairment Personnel Preparation program and the new Orientation and Mobility Specialist program at UNL. Since the 1990's the Nebraska Department of Education and UNL have implemented a program to train professionals to work with students with blindness and visual impairments. It has evolved from a summer-only workshop format to a complete 36 credit hour graduate program that is receiving national recognition. The Project assist in the funding of the Assistant Professor of Practice at UNL making sure NDE standards outlined in Rule 24 and ensuring courses and student teacher experiences infuse national standards and competencies from the Council of Exceptional Children. The project also funds some tuition assistance for Nebraska residents who pursue a graduate program of study leading to a Nebraska endorsement in visual impairments. It will also support a Project Coordinator to assist with training the new O and M Program, which started implementing the requirements in Rule 24 in 2020.

This project is needed, as it is the only personnel preparation program in visual impairments and will be the only O and M program in the state of Nebraska. Collaboration between both UNL and NDE allows us to provide high quality, graduate education to future teachers of the visually impaired and O and M Specialist serving children birth to age 21. There continues to be a shortage in the state in both of these areas that support our students who are blind or visual impaired.

ESTIMATED COST: \$158,000

- Indicate the Funding Source: Federal IDEA Part B
- New or Renewal: Renewal
- If renewal, date of first approval: 2019

UNL-DB Project: The Nebraska Department of Education was awarded a five-year federal Deaf-Blind grant (\$83,096 per year starting in 2018-19) from the U.S Office of Special Education Programs. The NDE Federal Deaf-Blind grant provides funding for administering the grant, which includes a .20 FTE NDE staff member along with funding a coordinator through UNL, to assist statewide activities specific to deaf-blindness. This was previously funded through the ESU4/NCECBVI, but because of staffing changes it was agreed by all parties to move this under the UNL personnel prep program.

These activities will focus on five goals throughout 2022-23, final, year: 1) Conduct training and technical assistance, which includes an annual deaf-blind summer institute; 2) implement high –quality practices specific to transition planning which includes collaboration with 9 core states for the Midwest Transition Institute focusing on youth with combined vision and hearing losses; 3) provide training and supports for families in partnership with PTI-Nebraska, a part-time family engagement coordinator, and other parent organizations; 4) develop a seamless system of early identification and referral to the project in collaboration with Nebraska’s Early Development Network; and 5) increase identification of all children who are deaf-blind through collaboration with the National Center on Deaf-Blindness.

ESTIMATED COST: \$62,000

- Indicate the Funding Source: Federal IDEA-Part D
- New or Renewal: Renewal
- If renewal, date of first approval: 2021

PROPOSED BOARD MEETING (MONTH/YEAR): September 2022

MATTHEW L. BLOMSTEDT, PH.D., COMMISSIONER



TEL 402.471.2295
FAX 402.471.0117



P.O. Box 94987
Lincoln, NE 68509-4987



education.ne.gov



PROPOSED AGENDA ITEM RATIONALE

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Beth Wooster

PROPOSED AGENDA ITEM:

Authorize the Commissioner to approve McKinney-Vento Homeless Assistance grants for the 2022-23 school-year.

RATIONALE/BACKGROUND INFORMATION:

RATIONAL: The McKinney-Vento Act was designed to address the challenges homeless children and youth face in enrolling, attending, and succeeding in school. Under this Act, State educational agencies (SEAs) must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth should have access to educational and other services that they need to enable them to meet the same challenging State academic standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. States and districts are required to review and take steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

BACKGROUND INFORMATION: Assistance for homeless children and youth has been awarded, through competitive grants, to school districts in Nebraska for 30 years. The number of grantee awards for this school year is eleven. The proposed allocations are listed on the attached pages. Assistance will be provided for homeless children and youth to enroll, attend and succeed in schools in the Nebraska districts that applied for, and are approved to receive funds.

ESTIMATED COST:

\$335,447

FOR CONTRACTS AND GRANTS INDICATE THE FUNDING SOURCE

Federal Funds-- McKinney-Vento Homeless Assistance Grant

NEBRASKA McKinney-Vento Grantee Information

McKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE GRANTS 2022-2023

| Recipient | Homeless Education Liaison Contact Information | Amount |
|---|--|------------------|
| Crete Public Schools | Sam Stecher 920 Linden Avenue Crete, NE 68333 402-826-5811 samuel.stecher@creteschools.org | \$10,000 |
| Fremont Public Schools | Brent Cudly 130 East 9 th Street Fremont, NE 68025 402-727-3014 brent.cudly@fpsmail.org | \$11,000 |
| Grand Island Public Schools | Robin Dexter 123 South Webb Road Grand Island, NE 68801 308-385-5900 Ext 1154 rdexter@gips.org | \$36,000 |
| Hastings Public Schools | Amy Swayze 714 West 5 th Hastings, NE 68901 402-461-7514 aswayze@esu9.org | \$23,500 |
| Kearney Public Schools | Jason Mundorf 310 West 24 th Street Kearney, NE 68845 308-698-8000 jasmundorf@kearneycats.com | \$8,500 |
| Lexington Public Schools | Kristi O'Meara 1610 N Washington Lexington, NE 68850 308-324-4681 Ext 1206 kristi.omeara@lexschools.org | \$34,000 |
| Lincoln Public Schools | Amy Wilhite Box 82889 Lincoln, NE 68501 402-436-1963 awilhite@lps.org | \$52,500 |
| North Platte Public Schools | Brandy Buscher 301 West F North Platte, NE 69103 308-535-7100 bbuscher@nppsd.org | \$7,500 |
| Omaha Public Schools | John Bright 3215 Cuming Street Omaha, NE 68131 402-557-2476 john.bright@ops.org | \$126,447 |
| Papillion La Vista Community Schools | Becky Meyers & Trent Steele 420 S Washington Street Papillion, NE 68046 402-537-6214 bmeyers@paplv.org tsteele@paplv.org | \$12,500 |

| | | |
|---------------------------------------|--|-------------------|
| Ralston Public Schools | Melissa Stolley 8545 Park Drive Ralston, NE 68127 402-898-3441 melissa_stolley@ralstonschools.org | \$2,500 |
| Scottsbluff Public Schools | Wendy Kemling 2601 Broadway Scottsbluff, NE 69361 308-635-6200 wkemling@sbps.net | \$11,000 |
| | Total | \$ 335,447 |



PROPOSED AGENDA ITEM RATIONALE

DATE: August 9, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Dr. Zainab Rida

PROPOSED AGENDA ITEM: Grant the Commissioner the authority to approve a continuation grant to the Board of Regents of the University of Nebraska to assist the School Safety and Security Program to build the capacity of Nebraska schools in the area of emergency management, violence prevention education and threat assessment.

RATIONALE/BACKGROUND INFORMATION: The School Safety and Security Program plans to expand the capacity of Nebraska Department of Education (NDE) to provide training and technical assistance to local educational agencies so they may produce and maintain high-quality Emergency Operations Plans (EOPs), violence prevention education, and threat assessment processes.

Once NDE's capacity is improved, the two areas of local capacity we wish to impact: 1) increase the number of high quality EOPs in LEA, and 2) increase the capacity for schools to participate in collaborative planning with community partners.

The University of Nebraska Public Policy Center (UNL PPC) is the best source for staff to help carry forth the vision for school safety in Nebraska. They have been partners in visioning and writing both the School Emergency Management and the Nebraska STOP Violence grants, have assisted in Threat Assessment training, and are experts in collecting and analyzing data.

The UNL PPC will be writing and creating videos regarding principles of emergency operations plans to add to the website, conducting table-top exercises with schools so they can test their emergency operations plans, providing assistance in the analyzation of schools' emergency operations plans, and assisting with evaluation components for the emergency operations plans' trainings, table-top exercises and the program mid- and final reports. This grant from the US Department of Education will help us close the gap we have with emergency operations plan in Nebraska schools.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2022

ESTIMATED COST: \$ 264,498

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: The funding source is a US Department of Education grant.
- New or Renewal: Fifth year of a five-year grant with the US Department of Education
- Date of first approval: October 2018



PROPOSED AGENDA ITEM RATIONALE

DATE: August 17, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Amy Rhone and Amy Bunnell, Office of Special Education

PROPOSED AGENDA ITEM: Authorize the Commissioner to approve continuation grants to the entities listed below in the provision of federally required IDEA Part C duties.

RATIONALE/BACKGROUND INFORMATION: Federal IDEA Part C regulations require federal IDEA Part C funds, including IDEA Part C American Rescue Plan funds, to be utilized by states for activities related to Child Find and Referral Procedures, comprehensive personnel development system, implementation of evidence-based practices including comprehensive evaluation and data collection/reporting procedures in order to be in compliance with federal programmatic and fiscal requirements under IDEA Part C. The following projects will be using these funds.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2022

Project: University of Nebraska Medical Center – Munroe-Meyer Institute

Project Amount: \$415,180

Purpose: To meet comprehensive Child Find and Referral requirements for infants/toddlers with special health care needs, including those in underserved populations, in pediatric medical clinics in Nebraska via the utilization of Parent Resource Coordinators. The Parent Resource Coordinator helps families receive IDEA Part C early intervention services, family-centered care and identify wrap-around supports to enhance the development of the infant/toddler.

Project: University of Nebraska Medical Center – Munroe-Meyer Institute

Project Amount: \$336,939

Purpose: To meet comprehensive Child Find and Referral requirements for medically fragile infants in Nebraska's Neo-natal intensive care units (NICU) through provision of specialized developmental follow-up for all babies who have had a NICU experience.

Project: University of Nebraska Lincoln – Board of Regents

Project Amount: \$186,862

Purpose: To meet comprehensive Child Find and Referral requirements and Referral procedures of a central referral directory to refer infants/toddlers and their families who have developmental concerns to the state's IDEA Part C/early intervention program; to meet comprehensive system of personnel development requirements for early intervention providers via the development/use of online training modules.

Project: Parent Training and Information Center

Project Amount: \$75,983

Purpose: To meet comprehensive system of personnel development for early intervention providers and for training of parents related to Parent's rights/procedural safeguards per IDEA Part C requirements.

Project: University of Nebraska Medical Center – Munroe-Meyer Institute

Project Amount: \$147,777

Purpose: To support COVID-19 recovery and bolster the four steps of early identification of developmental delays and disabilities for infants and toddlers during COVID-19 response and mitigation efforts. To meet comprehensive Child Find and Referral requirements for developmental monitoring and autism screening to ensure the timely referral of infants and toddlers to early intervention.

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal IDEA Part C and American Rescue Plan, Part C
- New or Renewal: Renewal
- If renewal, date of first approval: n/a

State Board of Education Work Session

Thursday, August 4, 2022

Nebraska Innovation Campus, Banquet Hall, 2021 Transformation Drive, Lincoln, NE 68508

[Link to Agenda and Attachments](#)

[Link to Video of Meeting](#)

Publicized notice of the business meeting was given by posting notice on the Department's website and emailed to news media requesting notification, which gave the date, time, and location of the meeting.

STATE BOARD WORK SESSION, Thursday, August 4, 2022, 9:00 a.m.

1. CALL TO ORDER

President Koch Johns called the meeting to order at 9:05 a.m.

1.1 Roll Call

Roll Call showed the following attendance:

Maureen Nickels
Deborah Neary
Lisa Fricke

Robin Stevens
Kirk Penner

Patsy Koch Johns
Patti Gubbels

Commissioner Blomstedt was also in attendance.

Absent: Jacquelyn Morrison

1.2. President Koch Johns led the Pledge of Allegiance.

1.3. President Koch Johns announced the placement of the Open Meetings Act.

1.4. Meeting Protocol

Commissioner Blomstedt asked members of the public to be considerate of the proceedings of the meeting.

2. BOARD TRAINING

The State Board engaged in a work session with Cory Epler, NDE Representative on Statewide Assessment.

President Koch Johns called for a recess at 10:07 a.m. The meeting resumed at 10:20 a.m.

Robin Stevens returned at 10:23 a.m.

Kirk Penner returned at 10:39 a.m.

3. ADJOURNMENT

President Koch Johns adjourned the meeting at 11:15 a.m.

The State Board of Education will reconvene Friday, August 5, 2022, at 9:00 a.m. at Nebraska Innovation Campus, Banquet Hall, 2021 Transformation Drive, Lincoln, NE 68508.

STATE BOARD OF EDUCATION MEETING, Friday, August 5, 2022, 9:00 a.m.

1. CALL TO ORDER – President Patsy Koch Johns called the meeting to order at 9:03 a.m.

1.1 Roll Call

Roll Call showed the following attendance:

Maureen Nickels
Lisa Fricke
Deborah Neary

Robin Stevens
Kirk Penner
Jacquelyn Morrison

Patsy Koch Johns
Patti Gubbels

Commissioner Blomstedt was also in attendance.

1.2. President Koch Johns led the Pledge of Allegiance.

1.3. President Koch Johns announced the placement of the Open Meetings Act.

1.4. Meeting Protocol

Commissioner Blomstedt asked members of the public to be considerate of the proceedings of the meeting.

2. SPECIAL PRESENTATIONS

2.1. Michelle Fouts, 2021 Nebraska Milken Educator, at the time of the award, a Second Grade Teacher, Bryant Elementary School, Kearney, Nebraska

Commissioner Blomstedt introduced Michelle Fouts, 2021 Nebraska Milken Educator.

2.2. Katie Mace, 2021 Nebraska Milken Educator, at the time of the award, an English and Speech Teacher, Lyons-Decatur Northeast Schools, Lyons, Nebraska.

Commissioner Blomstedt introduced Katie Mace, 2021 Nebraska Milken Educator.

2.3. Impact Story of ESSER Fund Investments

Zainab Rida, NDE Representative, introduced Ray Collins, Superintendent, Wilber-Clatonia, Josh Cumpston, Superintendent, Fillmore Central, Dr. Michele Rayburn, Director of Student Services, ESU 6, Dr. John Skretta, Administrator, ESU6, and Amber Hartsock, NDE Representative who presented to the Board on the school mental health project.

3. COMMISSIONER'S REPORT

3.1. Agenda Overview and Consent Agenda Process

3.1. Agenda Overview and Consent Agenda Process

Commissioner Blomstedt provided an overview of the Consent Agenda process

3.1.A. Agenda Items 5.2.B., 5.3.B., 5.3.F. were requested to be removed for separate vote.

3.2. Information on Educator Pipeline Investments and Educator Certification Enhancements

Lane Carr and Brad Dirksen, NDE Representatives, presented to the Board on Educator Shortage.

3.3. Information on Career and Technical Education Funding

Katie Graham, NDE Representative, presented to the Board on Career and Technical Education Funding.

Deborah Neary left at 11:53 a.m. and returned at 11:55 a.m.

4. PRESIDENT'S REPORT

No report.

5. CONSENT AGENDA

Motion by Patti Gubbels, second by Lisa Fricke to approve the Consent Agenda without agenda items 5.2.B., 5.3.B., and 5.3.F.

| | |
|---------------------|-----|
| Lisa Fricke: | Yes |
| Patsy Koch Johns: | Yes |
| Deborah Neary: | Yes |
| Maureen Nickels: | Yes |
| Robin Stevens: | Yes |
| Patti Gubbels: | Yes |
| Jacquelyn Morrison: | Yes |
| Kirk Penner | Yes |

The motion passed.

President Koch Johns called for a recess at 12:14 p.m. The meeting resumed at 12:43 p.m.

9. PUBLIC COMMENT PERIOD

9.1. The following individuals from the public spoke in support of the NDE Board: Dick Vautravers, Eileen Vautravers, Jackie Egan, Lynette Stevens

The following individuals from the public spoke regarding Board Member Deborah Neary's emails: Gloria Mason, Judy Derr, Kami Riley, Larry Mason, Laurie Woosley, Olivia Bengé, Tina Lassek

The following individuals from the public spoke against the Health Standards: Amber Parker, Angie Eberspacher, Brooke Ritter, Cindy Guthrie, Jeanne Greisen, Jenna Derr, Kelli Brady, Laura Rauscher, Liz Davids

Deloris Tonack spoke against the Praxis and about Teacher's Certification

Steve Berke spoke about the misleading documentary Mind Polluters

Sue Greenwold spoke about children taking surveys without parental consent

Heather Schmidt spoke about privacy and questions asked of her daughter in health class that were an invasion of privacy.

Jacquelyn Morrison left 1:32 p.m. and returned 1:36 p.m.

Patti Gubbels left 1:59 p.m. and returned 2:02 p.m.

Maureen Nickels left 2:15 p.m. and returned 2:18 p.m.

Deborah Neary left 2:19 p.m. and returned 2:23 p.m.

9.2. Written Public Comment

Submitted written public comments are linked through SPARQ in Board Agenda item number 9.2., SBOE Written Public Comment August 2022.

President Koch Johns called for a recess at 2:32 p.m. The meeting resumed at 2:44 p.m.

6. STANDING COMMITTEE REPORTS

6.1. **Executive Committee** – Robin Stevens, Vice Chair, reported on the Committee meeting.

6.1.A. Discussion Item: Report on Commissioner/Executive Committee Short-term Planning

6.2. **Budget and Finance Committee** – Maureen Nickels, Chair, reported on the meeting of the Committee.

6.2.A. Monthly Board Travel Expense Report

There was no further discussion on this item

6.2.B. Review In-State Travel Authorization Reports

There was no further discussion on this item.

6.2.C. Action Item: Authorize the Commissioner to contract with Kuder Inc for the continuation of services provided for a statewide license for Nebraska Career Connections.

Motion by Maureen Nickels, second by Kirk Penner to authorize the Commissioner to contract with Kuder Inc.

| | |
|---------------------|-----|
| Lisa Fricke: | Yes |
| Patsy Koch Johns: | Yes |
| Deborah Neary: | Yes |
| Maureen Nickels: | Yes |
| Robin Stevens: | Yes |
| Patti Gubbels: | Yes |
| Jacquelyn Morrison: | Yes |
| Kirk Penner | Yes |

The motion passed.

6.2.D. Action Item: Authorize the Commissioner to approve the 2022-2023 reVISION Action grants.

Motion by Maureen Nickels, second by Patti Gubbels to approve the 2022-2023 reVISION Action grants.

| | |
|---------------------|-----|
| Lisa Fricke: | Yes |
| Patsy Koch Johns: | Yes |
| Deborah Neary: | Yes |
| Maureen Nickels: | Yes |
| Robin Stevens: | Yes |
| Patti Gubbels: | Yes |
| Jacquelyn Morrison: | Yes |
| Kirk Penner | Yes |

The motion passed.

6.2.E. Action Item: Authorize the Commissioner to contract with the recipients of the Educator Shortage Grant from August 2022 to December 2024.

Motion by Maureen Nickels, second by Lisa Fricke to contract with the recipients of the Educator Shortage Grant from August 2022 to December 2024.

| | |
|-------------------|-----|
| Lisa Fricke: | Yes |
| Patsy Koch Johns: | Yes |

| | |
|---------------------|-----|
| Deborah Neary: | Yes |
| Maureen Nickels: | Yes |
| Robin Stevens: | Yes |
| Patti Gubbels: | Yes |
| Jacquelyn Morrison: | No |
| Kirk Penner | Yes |

The motion passed.

- 6.2.F. Action Item: Authorize the Commissioner to award grants to the named ESUs for Pre-K through grade 2 support.

Motion by Maureen Nickels, second by Lisa Fricke to award grant to the named ESUs for Pre-K through grade 2 support.

| | |
|---------------------|-----|
| Lisa Fricke: | Yes |
| Patsy Koch Johns: | Yes |
| Deborah Neary: | Yes |
| Maureen Nickels: | Yes |
| Robin Stevens: | Yes |
| Patti Gubbels: | Yes |
| Jacquelyn Morrison: | Yes |
| Kirk Penner | Yes |

The motion passed.

- 6.2.G. Action Item: Authorize the Commissioner to accept the Federal Grant Award and enter into Cooperative Agreement with the USDA Food and Nutrition Service.

Motion by Maureen Nickels, second by Robin Stevens to accept the Federal Grant Award and enter into Cooperative Agreement with the USDA Food and Nutrition Service.

| | |
|---------------------|-----|
| Lisa Fricke: | Yes |
| Patsy Koch Johns: | Yes |
| Deborah Neary: | Yes |
| Maureen Nickels: | Yes |
| Robin Stevens: | Yes |
| Patti Gubbels: | Yes |
| Jacquelyn Morrison: | Yes |
| Kirk Penner | Yes |

The motion passed.

- 6.2.H. Action Item: Authorize the Commissioner to award School Year 2022-2023 Fresh Fruit and Vegetable Grand Award Notifications.

Motion by Maureen Nickels, second by Patti Gubbels to award School Year 2022-2023 Fresh Fruit and Vegetable Grand Award Notifications.

| | |
|---------------------|-----|
| Lisa Fricke: | Yes |
| Patsy Koch Johns: | Yes |
| Deborah Neary: | Yes |
| Maureen Nickels: | Yes |
| Robin Stevens: | Yes |
| Patti Gubbels: | Yes |
| Jacquelyn Morrison: | Yes |

Kirk Penner Yes

The motion passed.

- 6.2.I. Action Item: Authorize the Commissioner to contract with Westat, Inc. for support of The Office of Special Education in meeting the general supervision requirements set forth by The Individuals with Disabilities Education Act (IDEA).

Motion by Maureen Nickels, second by Deborah Neary, to authorize the Commissioner to contract with Westat, Inc.

Lisa Fricke: Yes
Patsy Koch Johns: Yes
Deborah Neary: Yes
Maureen Nickels: Yes
Robin Stevens: Yes
Patti Gubbels: Yes
Jacquelyn Morrison: No
Kirk Penner Yes

The motion passed.

- 6.2.J. Action Item: Authorize the Commissioner to contract with complaint investigators ACERI Partners, LLC; Emily Adams dba Data Driven Enterprises; Lisa Arborgast; Nicole Stewart; and PRISM Investigations, LLC.

Motion by Maureen Nickels, second by Patti Gubbels, to authorize the Commissioner to contract with complaint investigators ACERI Partners, LLC; Emily Adams dba Data Driven Enterprises; Lisa Arborgast; Nicole Stewart; and PRISM Investigations, LLC.

Lisa Fricke: Yes
Patsy Koch Johns: Yes
Deborah Neary: Yes
Maureen Nickels: Yes
Robin Stevens: Yes
Patti Gubbels: Yes
Jacquelyn Morrison: No
Kirk Penner Yes

The motion passed.

- 6.2.K. Action Item: Authorize the Commissioner to contract with Hourglass for one year to provide software as a service and discovery and knowledge transfer services for the Comprehensive Needs Assessment.

Motion by Maureen Nickels, second by Robin Stevens, to authorize the Commissioner to contract with Hourglass.

Lisa Fricke: Yes
Patsy Koch Johns: Yes
Deborah Neary: Yes
Maureen Nickels: Yes
Robin Stevens: Yes
Patti Gubbels: Yes
Jacquelyn Morrison: No
Kirk Penner Yes

The motion passed.

6.2.L. Discussion Item: 2023-2025 Biennial Budget Request Submission

Bryce Wilson, NDE Representative, presented to the Board on the draft 2023-2025 Biennial Budget Request Submission that the Board will act on at the September meeting.

Patti Gubbels left at 3:01 p.m. and returned 3:04 p.m.

6.3. **Planning and Evaluation Committee** – Patti Gubbels, Chair, reported on the meeting of the Committee.

Cory Epler, NDE Representative, presented to the Board on the Nebraska Student-Centered Assessment System (NSCAS) Science Development timeline.

6.3.A. Action Item: Grant conditional approval under Rule 14 (92 NAC 14), *Regulations and Procedures for the Legal Operation of Approved Nonpublic Schools*, for the following applicant nonpublic school to operate in the 2022-23 school year.

Motion by Deborah Neary, second by Robin Stevens to grant conditional approval under Rule 14 (92 NAC 14), *Regulations and Procedures for the Legal Operation of Approved Nonpublic Schools*, for the following applicant nonpublic school to operate in the 2022-23 school year.

| | |
|---------------------|-----|
| Lisa Fricke: | Yes |
| Patsy Koch Johns: | Yes |
| Deborah Neary: | Yes |
| Maureen Nickels: | Yes |
| Robin Stevens: | Yes |
| Patti Gubbels: | Yes |
| Jacquelyn Morrison: | Yes |
| Kirk Penner | Yes |

The motion passed.

6.3.B. Action Item: Approve the Rule 11 (92 NAC 11), *Regulations for the Approval of Prekindergarten Programs* established by School Boards or Educational Service Units and for the Issuance of Early Childhood Education Grants, teacher waiver request for Grand Island Public Schools and approve annual operation of the early childhood program for the named school district.

Motion by Deborah Neary, second by Maureen Nickels to approve the Rule 11 (92 NAC 11), *Regulations for the Approval of Prekindergarten Programs* teacher waiver request for Grand Island Public Schools and approve annual operation of the early childhood program for the named school district.

| | |
|---------------------|-----|
| Lisa Fricke: | Yes |
| Patsy Koch Johns: | Yes |
| Deborah Neary: | Yes |
| Maureen Nickels: | Yes |
| Robin Stevens: | Yes |
| Patti Gubbels: | Yes |
| Jacquelyn Morrison: | Yes |
| Kirk Penner | Yes |

The motion passed.

- 6.3.C. Action Item: Approve the Rule 11 (92 NAC 11), *Regulations for the Approval of Prekindergarten Programs* established by School Boards or Educational Service Units and for the Issuance of Early Childhood Education Grants, teacher waiver request for Lexington Public Schools and approve annual operation of the early childhood program for the named school district.

Motion by Deborah Neary, second by Maureen Nickels to approve the Rule 11 (92 NAC 11), *Regulations for the Approval of Prekindergarten Programs* teacher waiver request for Lexington Public Schools and approve annual operation of the early childhood program for the named school district.

| | |
|---------------------|-----|
| Lisa Fricke: | Yes |
| Patsy Koch Johns: | Yes |
| Deborah Neary: | Yes |
| Maureen Nickels: | Yes |
| Robin Stevens: | Yes |
| Patti Gubbels: | Yes |
| Jacquelyn Morrison: | Yes |
| Kirk Penner | Yes |

The motion passed.

- 6.3.D. Authorize the Commissioner to set statewide assessment cut scores for NSCAS Science General and NSCAS Science Alternate.

Motion by Patti Gubbels, second by Robin Stevens, to approve the recommended cut scores for NSCAS Science and NSCAS Science Alternate.

| | |
|---------------------|-----|
| Lisa Fricke: | Yes |
| Patsy Koch Johns: | Yes |
| Deborah Neary: | Yes |
| Maureen Nickels: | Yes |
| Robin Stevens: | Yes |
| Patti Gubbels: | Yes |
| Jacquelyn Morrison: | Yes |
| Kirk Penner | Yes |

The motion passed.

Motion by Patti Gubbels, second by Deborah Neary, that during the Summer 2023 the NSCAS Science, English Language Arts (ELA) and Math cut scores, including the alternate assessments, be reviewed and revised for consistency.

| | |
|---------------------|-----|
| Lisa Fricke: | Yes |
| Patsy Koch Johns: | Yes |
| Deborah Neary: | Yes |
| Maureen Nickels: | Yes |
| Robin Stevens: | Yes |
| Patti Gubbels: | Yes |
| Jacquelyn Morrison: | Yes |
| Kirk Penner | Yes |

The motion passed.

Robin Stevens left 3:45 p.m. and returned 3:47 p.m.

6.3.E. Discussion Item: Nebraska’s College and Career Ready Standards for Mathematics

Cory Epler, NDE Representative, presented to the Board on Nebraska’s College and Career Ready Standards for Mathematics.

Maureen Nickels left 4:11 p.m. and returned 4:13 p.m.

Kirk Penner left 4:14 p.m. and returned 4:16 p.m.

6.4. **Rules and Regulations Committee** – Lisa Fricke, Vice Chair reported on the meeting of the Committee.

6.4.A. Report on Rules

Commissioner Blomstedt reported on the rules.

A Public Hearing was held on July 26, 2022, for Title 92, Nebraska Administrative Code, Chapter 20.

6.4.B. Action Item: Approve proposed revisions to State Board Bylaw B13, *Rule Development*.

Motion by Lisa Fricke, second by Maureen Nickels, to approve proposed revisions to State Board Bylaw B13, *Rule Development*.

| | |
|---------------------|-----|
| Lisa Fricke: | Yes |
| Patsy Koch Johns: | Yes |
| Deborah Neary: | Yes |
| Maureen Nickels: | Yes |
| Robin Stevens: | Yes |
| Patti Gubbels: | Yes |
| Jacquelyn Morrison: | Yes |
| Kirk Penner | Yes |

The motion passed.

7. SPECIAL COMMITTEE REPORTS

7.1. Report from the Ad Hoc Committee on Board Policy Manual Revision – Patti Gubbels, Chair, reported on the meeting of the Committee.

8. ADDITIONAL BUSINESS

5.2.B. Approve the 2022-2023 Nebraska Council on Teacher Education (NCTE) Membership Roster.

Motion by Deborah Neary, second by Maureen Nickels to approve the 2022-2023 Nebraska Council on Teacher Education (NCTE) Membership Roster.

| | |
|---------------------|---------|
| Lisa Fricke: | Yes |
| Patsy Koch Johns: | Yes |
| Deborah Neary: | Yes |
| Maureen Nickels: | Yes |
| Robin Stevens: | Abstain |
| Patti Gubbels: | Yes |
| Jacquelyn Morrison: | Yes |
| Kirk Penner | No |

The motion passed.

- 5.3.B. Authorize the Commissioner to amend the contract with Student1 to continue improvements NDE Central Data Repository and ADVISER LDS and to maintain Level 4 technical support related to integration of Ed-Fi technologies pursuant to 2019 Federal SLDS Grant terms.

Motion by Maureen Nickels, second by Deborah Neary to amend the contract with Student1 to continue improvements NDE Central Data Repository and ADVISER LDS and to maintain Level 4 technical support related to integration of Ed-Fi technologies pursuant to 2019 Federal SLDS Grant terms.

| | |
|---------------------|-----|
| Lisa Fricke: | Yes |
| Patsy Koch Johns: | Yes |
| Deborah Neary: | Yes |
| Maureen Nickels: | Yes |
| Robin Stevens: | Yes |
| Patti Gubbels: | Yes |
| Jacquelyn Morrison: | Yes |
| Kirk Penner | No |

The motion passed.

- 5.3.F. Authorize the Commissioner to contract with Children’s Hospital & Medical Center for the purpose of providing expertise on child health topics and intervention through a partnership with the Nebraska Healthy Schools Program.

Motion by Deborah Neary, second by Maureen Nickels to contract with the Children’s Hospital & Medical Center for the purpose of providing expertise on child health topics and intervention through a partnership with the Nebraska Health Schools Program.

| | |
|---------------------|-----|
| Lisa Fricke: | Yes |
| Patsy Koch Johns: | Yes |
| Deborah Neary: | Yes |
| Maureen Nickels: | Yes |
| Robin Stevens: | Yes |
| Patti Gubbels: | Yes |
| Jacquelyn Morrison: | Yes |
| Kirk Penner | No |

The motion passed.

10. INFORMATION ITEMS AND REPORTS

- 10.1. President Koch Johns referred Board Members to review information items and reports.

11. GOOD OF THE ORDER

(NONE)

12. ADJOURNMENT

President Koch Johns adjourned the meeting at 4:53 p.m.

The next regularly scheduled business meeting of the State Board of Education will be held on Friday, September 2, 2022, at 9:00 a.m. in Lincoln, Nebraska.



PROPOSED AGENDA ITEM RATIONALE

DATE: August 8, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Marisol Birth, Ph.D., Brad Dirksen

PROPOSED AGENDA ITEM: Authorize Commissioner to approve the Veteran Education Cooperative Agreement for the fiscal year 2023.

RATIONALE/BACKGROUND INFORMATION: The Veterans Education Cooperative Agreement with the United States Department of Veterans Affairs provides \$157,661.00 to NDE for the purpose of approving and monitoring programs, and to conduct compliance visits regarding veterans education benefits.

The Cooperative Agreement covers the period of October 1, 2022 through September 30, 2023. This is an annual agreement between the Nebraska Department of Education and The United States Department of Veterans Affairs.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2022

ESTIMATED COST: None

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal
- New or Renewal:
- If renewal, date of first approval:

**CONTRACT ROUTING/APPROVAL FORM
FOR CONTRACTS PROVIDING FUNDING TO NDE
(SEE Administrative Memorandum #402)**

Name of Entity Contracting to Pay NDE for Services: United States Department of Veterans Affairs

Total Contract Amount: \$157,661.00

- | | SIGNATURE | DATE |
|---|--|--------------------|
| (1) Originating Staff Member | <u>Marisol Birth</u> | <u>Marisol B.</u> |
| (2) Leadership Council Member* (Initial) <u>BD</u> | <u>Brad Dirksen (Aug 8, 2022 08:49 MDT)</u> | <u>Aug 8, 2022</u> |
| a) Notify Commissioner and Deputy Commissioner by email of intent to contract at this time <u>BD</u> (LCM Initial) A copy of the email notice is attached to this routing sheet and it includes the following contents: <ul style="list-style-type: none"> • Name of contractor, • Purpose of the contract, • Anticipated total amount to be paid to NDE for services, and • Dates of the contract. | | |
| b) Sufficient legal authority exists to contract to provide these services <u>BD</u> (LCM Initial) or Legal Authority is Attached _____ | | |
| (3) General Counsel Review | <u>Philip Deevy</u> <small>Philip Deevy (Aug 8, 2022 14:12 CDT)</small> | <u>Aug 8, 2022</u> |
| (4) Fiscal Review | <u>Ron Theasmeyer</u> <small>Ron Theasmeyer (Aug 8, 2022 14:37 CDT)</small> | <u>Aug 8, 2022</u> |

SPECIFIC COMMENTS* (Attach additional pages as necessary) **INITIAL/DATE**

(5) **LCM (Final approval)** BD Aug 8, 2022

Signature
Date

-----**Information Below to be Completed by Administrative Services**-----

State Board of Education Approval required: Yes - Contract amount is \$25,000 or more.

Commissioner/Deputy Commissioner Signature required: Yes - Contract amount is \$10,000 or more.

- FY23 Cover Letter - **Please do not return this until you return the full package**
- FY23 Cooperative Agreement Modification Form
- Attachment to the Cooperative Agreement Modification Form
- Appendices 4-6

Please review the attached documents in detail and submit your signed documents by September 9th, in order for the agreement to be implemented on October 1, 2022, the first day of fiscal year 2023. If you are unable to submit the information by September 9th, please contact your VA POC listed in the cover letter.

All questions should be directed to your VA POC listed for assistance.

Thank you,

Patrick A. Dworakowski, Ed.D.
Assistant Director, Oversight & Accountability
U.S. Department of Veterans Affairs

From: Dirksen, Brad
Sent: Tuesday, August 2, 2022 10:17 AM
To: Blomstedt, Matt
Cc: Frison, Deborah; Birth, Marisol; Thege, Denise; Martin, Yvette; Theasmeyer, Ron
Subject: Grant/Cooperative Agreement from US Dept of Veterans Affairs - FYI

Commissioner:

Per Admin Memo, this email services as our notice of intent to contract through a "Cooperative Agreement" between the U.S. Department of Veterans Affairs and the Nebraska Department of Education. The purpose of the contract is *to provide funding to NDE* to approve and monitor education programs which involve the utilization of G.I. Bill funds.

Contract period is October 1, 2022 through September 30, 2023.

The amount of the contract is \$ \$157,661.00.

Regards,



Brad Dirksen

Administrator

Office of Accountability, Accreditation, & Program Approval

500 S. 84th St, 2nd Floor

P.O. Box 94987

Lincoln NE, 68510-2611

P: (402) 430-0267

E: Brad.Dirksen@nebraska.gov



DEPARTMENT OF VETERANS AFFAIRS
Veterans Benefits Administration
Education Service
Washington, D.C. 20420

July 29, 2022

Marisol Birth, Director
 Private Postsecondary Career Schools & Veterans Education
 Nebraska Department of Education
 500 S. 84th St. 2nd Floor
 Lincoln, NE 68510-2611

Dear Ms. Birth:

This letter is the official notification from the U.S. Department of Veterans Affairs (VA), Education Service regarding the intent to exercise option year four under the 2019, base year agreement with your Agency. The period of performance is October 1, 2022 – September 30, 2023. The terms and conditions are outlined in the attachments.

Upon your review, please return, via e-mail, all completed and signed documents, to include the signed cover letter, to your VACO Representative listed below. If your agency has questions, please pose questions in writing via e-mail to your VACO Representative as soon as possible.

Allocation for your SAA for Fiscal Year 2023 (FY23): \$157,661.00

Risk Based Survey requirements for your SAA for FY23:

| IHL | NCD | APP | OJT | CORR | FLT | Total RBS |
|-----|-----|-----|-----|------|-----|-----------|
| 7 | 2 | 0 | 0 | 0 | 0 | 9 |

We are notifying you of the approximate workload by institution/facility type to be surveyed. The total number of surveys will not change; however, the facility type cannot be finalized until the risk assessment is completed and a final meeting is held with your Education Liaison Representative.

The primary and alternate VACO Representatives for this agreement are:

VACO Representative: Terry Pross
Telephone Number: (816) 446-5248
Email Address: terry.pross@va.gov

Alternate VACO Representative: Rasheema Davis
Telephone Number: (267) 462-1528
Email Address: rasheema.davis@va.gov

Please submit your signed correspondence by September 9, 2022, for the agreement to be implemented on the first day of FY23. If you are unable to submit the information by September 9th, please provide the reason for the delay and the anticipated date of return. Documents will be reviewed in the order received in Education Service. Reimbursement invoices cannot be processed without a signed agreement by the Director, Education Service and funds obligated within VA's Financial Management System (FMS) at the relevant VA Regional Processing offices.

Very Respectfully,

/s/

Patrick A. Dworakowski, Ed.D.
Assistant Director, Oversight & Accountability

I confirm that I am in receipt of the information contained within this letter.



Signature, SAA Director

APPENDIX NO. 4 COOPERATIVE AGREEMENT

A. SAA Agreement Personnel

Please provide the name, position title, annual salary (including fringe benefits), and percentage on agreement for all professional staff members

Professional Staff:

1. Marisol Birth, Program Director (Program Director IV), \$37,077.00 Salary&Benefits, 40%
2. Veteran Specialist, Program Specialist II (Vacant), \$62,345.00 Salary&Benefits, 85%
3. Click or tap here to enter text.
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10. Click or tap here to enter text.

B. SAA Agreement Personnel

Please provide the name, position title, annual salary (including fringe benefits), and percentage on agreement for all support staff members

Support Staff:

1. Yvette Martin, Office Associate IV, \$32,301.00 Salary&Benefits, 50%

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8. Click or tap here to enter text.

9. Click or tap here to enter text.

10. Click or tap here to enter text.

C. SAA Agreement Personnel

If any SAA staff member is currently employed, attending, or receiving monies from an educational institution within the State, please list the staff members' name, as well as institution

1. Click or tap here to enter text.

2. Click or tap here to enter text.

3. Click or tap here to enter text.

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APPENDIX NO. 5 COOPERATIVE AGREEMENT

A. Employee Qualification Statement

Attach statements of the qualifications of all professional staff employees under the contract as specified by 38 U.S.C. 3674(a)(b) and Article VII of the agreement. Example provided below.

Correct Submission (one for each professional staff) or provide a copy of the professional staff member's resume

John P. Public, Director

Education: BS in Business, University of XXX, 1982;
MA Education, XXX University, 1989 and
PhD, University of XXX, 2004.

Professional Experience: SAA, 2001 to present, Veterans Counselor 1998 to 2001, etc...

What not to Submit:

Do not quote directly from the agreement: "Qualification standards for personnel approving and supervising courses offered by educational institutions are as follows: Bachelor's Degree with five years of related experience; Master's Degree with three years of related experience; or Doctoral Degree with one year of related experience."

Employees Qualification Statement**Marisol Birth, Program Director**

Education:

Bachelor's Degree, Education, Peruvian Union University, 1997

Master's Degree, Secondary Curriculum and Instruction Education – Science. University of Nebraska – Lincoln, 2002

PhD, Educational Studies, University of Nebraska – Lincoln, 2016

Professional Experience: Private Postsecondary Career School Approval and Veterans Education/NE SAA Director 2018-Current. NE SAA Veteran Education Program Specialist 2017 to 2018. Adult Education Programs Specialist, NDE. Programs Manager, University of Nebraska-Lincoln, NE 2003 to 2016.

**APPENDIX NO. 6
COOPERATIVE AGREEMENT**

A. PAYMENTS

Payment under this agreement shall be made to (**insert proper payee**). Nebraska Department of Education

1. The maximum amount of the reimbursement payments, which may be authorized under this agreement, is as follows:

| | |
|------------------------|--|
| SALARY | \$131,723.00 |
| ADMINISTRATIVE EXPENSE | \$24,561.00 |
| TRAVEL | \$1,377.00 |
| SUBCONTRACT | Click or tap here to enter text. |
| TOTAL ESTIMATED COST: | \$157,661.00 |

In no event shall the SAA exceed this estimated cost without expressed consent of the Director, Education Service.











Dept of Veterans Affairs Cooperative Agreement #69401

Final Audit Report


2022-08-08

| | |
|-----------------|---|
| Created: | 2022-08-08 |
| By: | Denise Thege (denise.thege@nebraska.gov) |
| Status: | Signed |
| Transaction ID: | CBJCHBCAABAWEITFzZo9XF8_L8osQ3ISiK5rw5-Btoq |


"Dept of Veterans Affairs Cooperative Agreement #69401" History

-  Document created by Denise Thege (denise.thege@nebraska.gov)
2022-08-08 - 2:11:01 PM GMT- IP address: 164.119.5.243
-  Document emailed to brad.dirksen@nebraska.gov for signature
2022-08-08 - 2:12:50 PM GMT
-  Email viewed by brad.dirksen@nebraska.gov
2022-08-08 - 2:49:06 PM GMT- IP address: 104.47.65.254
-  Signer brad.dirksen@nebraska.gov entered name at signing as Brad Dirksen
2022-08-08 - 2:49:51 PM GMT- IP address: 174.215.20.67
-  Document e-signed by Brad Dirksen (brad.dirksen@nebraska.gov)
Signature Date: 2022-08-08 - 2:49:52 PM GMT - Time Source: server- IP address: 174.215.20.67
-  Document emailed to philip.deevy@nebraska.gov for signature
2022-08-08 - 2:49:54 PM GMT
-  Email viewed by philip.deevy@nebraska.gov
2022-08-08 - 2:50:18 PM GMT- IP address: 97.98.241.236
-  Signer philip.deevy@nebraska.gov entered name at signing as Philip Deevy
2022-08-08 - 7:12:16 PM GMT- IP address: 97.98.241.236
-  Document e-signed by Philip Deevy (philip.deevy@nebraska.gov)
Signature Date: 2022-08-08 - 7:12:18 PM GMT - Time Source: server- IP address: 97.98.241.236
-  Document emailed to ron.theasmeyer@nebraska.gov for signature
2022-08-08 - 7:12:20 PM GMT




 Email viewed by ron.theasmeyer@nebraska.gov


2022-08-08 - 7:13:15 PM GMT- IP address: 104.47.64.254

 Signer ron.theasmeyer@nebraska.gov entered name at signing as Ron Theasmeyer

2022-08-08 - 7:27:21 PM GMT- IP address: 164.119.5.168

 Document e-signed by Ron Theasmeyer (ron.theasmeyer@nebraska.gov)

Signature Date: 2022-08-08 - 7:27:23 PM GMT - Time Source: server- IP address: 164.119.5.168

 Agreement completed.

2022-08-08 - 7:27:23 PM GMT





PROPOSED AGENDA ITEM RATIONALE

DATE: August 17, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Approve the renewal of the Educational Service Unit #3 Rule 11 teacher waiver request.

RATIONALE/BACKGROUND INFORMATION: Educational Service Unit (ESU) #3 requested and received a Rule 11 teacher waiver in September 2021. Within the past year, the teacher has made progress toward completing her degree and receiving her teaching certificate. ESU 3 is requesting a renewal of the Rule 11 teacher waiver for this individual as she continues her pursuit of a teaching certificate.

PROPOSED BOARD MEETING: September 2022

ESTIMATED COST: N/A



PROPOSED AGENDA ITEM RATIONALE

DATE: August 17, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Approve renewal of Rule 11 waiver request from Santee Community Schools

RATIONALE/BACKGROUND INFORMATION: Santee Community Schools operates an early childhood education and care program for children from birth to kindergarten entrance age. Based on their enrollment and community need, for the 2022-2023 school year, they will operate 5 classrooms. There are three staff persons who do not yet have a teaching certificate that the district will need a Rule 11 waiver to employ. The school district is committed to supporting these staff as they teach in the early childhood program and complete their degrees. Additionally, the district is investing in several other paraeducators by assisting them to complete their college degrees necessary for teacher certification.

Santee Community Schools has an Early Childhood Education Endowment Grant (commonly known as Sixpence) for their birth to age three classrooms. Sixpence grantees are provided technical assistance from the Nebraska Children and Families Foundation (NCFE). The Nebraska Department of Education Office of Early Childhood staff work closely with technical assistance staff from NCFE to monitor and support the entire birth to kindergarten program.

PROPOSED BOARD MEETING: September 2022

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS:



PROPOSED AGENDA ITEM RATIONALE

DATE: August 17, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Bryce Wilson, Administrator, Office of Financial & Administrative Services

PROPOSED AGENDA ITEM: Approve school districts' requests for exclusions to the budget limitation in accordance with the provisions of the Tax Equity & Educational Opportunities Support Act.

RATIONALE/BACKGROUND INFORMATION:

Distance Education Courses

Proposed Board Action: Approve the exclusion amount for Distance Education Courses for the district shown on the attachment.

Rationale/Background information: Section 79-1028.01(1)(d) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for amounts received from educational entities for providing distance education courses through the Educational Service Unit Coordinating Council to such educational entities. Department Staff have reviewed the request listed on the attachment and recommend approval. If approved, the school district may access additional budget authority. This request is applicable to the 2022/23 school district budget.

Early Childhood Education Grants

Proposed Board Action: Approve the amount for the 2022/23 Early Childhood Education Grants Expenditure Exclusion for the district shown on the attachment.

Rationale/Background information: Section 79-1028.01(2)(c) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for the amount received by the district for 2022/23 Early Childhood Education Grants if 2022/23 is the first year early childhood membership is included in the district's formula students. Department Staff have reviewed the request listed on the attachment and recommend approval. If approved, the school district may access additional budget authority. This request is applicable to the 2022/23 school district budget.

Reimbursement for Wards of the Court

Proposed Board Action: Approve the Reimbursement for Wards of the Court listed on the attachment as a Special Grant Fund.

Rationale/Background Information: Section 79-1028.01(1)(d) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for amounts received for Reimbursement for Wards of the Court as a special grant fund for budget limitation purposes. The Reimbursement for Wards of the Court listed on the attachments has been reviewed by Department Staff and appears to qualify as a special grant fund per State Statute Section 79-1003(39). If approved, the school district may access additional budget authority. This request is applicable to the 2022/23 school district budget.

Retirement Contribution Increase

Proposed Board Action: Approve the exclusion amount for a Retirement Contribution Increase for the district shown on the attachment.

Rationale/Background information: Section 79-1028.01(1)(e)&(f) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for a retirement contribution increase. Department Staff have reviewed the request listed on the attachment and recommend approval. If approved, the school district may access additional budget authority. This request is applicable to the 2022/23 school district budget.

Short-Term Borrowings

Proposed Board Action: Approve the Short-Term Borrowing listed on the attachment as a Special Grant Fund.

Rationale/Background Information: Section 79-1028.01(1)(d) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for amounts received for Short-Term Borrowings as a special grant fund for budget limitation purposes. The Short-Term Borrowing listed on the attachment has been reviewed by Department Staff and appears to qualify as a special grant fund per State Statute Section 79-1003(39). If approved, the school district may access additional budget authority. This request is applicable to the 2022/23 school district budget.

Special Supplementary Grant

Proposed Board Action: Approve the grant listed on the attachment as a Special Supplementary Grant.

Rationale/Background Information: Section 79-1028.01(1)(d) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for amounts received for Special Supplementary Grants from Corporations, Foundations, or Other Private Interests as special grant funds for budget limitations purposes. The individual grant listed on the attachment has been reviewed by Department Staff and appears to qualify as a special supplementary grant per State Statute Section 79-1003(39). If approved, the school district may access additional budget authority. This request is applicable to the 2022/23 school district budget.

Voluntary Termination Agreements

Proposed Board Action: Approve the exclusion amount for Voluntary Termination Agreements for the district shown on the attachment.

Rationale/Background information: Section 79-1028.01(1) (g), (i), (j), (k), provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for expenditures for voluntary termination agreements. Department Staff have reviewed the request listed on the attachment and recommend approval. If approved, the school district may access additional budget authority. This request is applicable to the 2022/23 school district budget.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2022

ESTIMATED COST: None.

**Requests Relative to the Budgeting Provisions
of the Tax Equity & Educational Opportunities Support Act
For the 2022/23 School Year
September 2, 2022**

Recommendation 1

Distance Education Courses [Section 79-1028.01(1)(d)]

| County-District Number | School District Name | Amount to be Approved |
|-------------------------------|------------------------------|------------------------------|
| 04-0001 | Banner County Public Schools | \$6,750 |
| 54-0586 | Bloomfield Community Schls | \$2,000 |

Recommendation 2

Early Childhood Education Grants [Section 79-1028.01(2)(c)]

| County-District Number | School District Name | Amount to be Approved |
|-------------------------------|-----------------------------|------------------------------|
| 28-0066 | Westside Community Schools | \$133,250 |

Recommendation 3

Reimbursement for Wards of the Court [Section 79-1003(40)]

| County-District Number | School District Name | Amount to be Approved |
|-------------------------------|-----------------------------|------------------------------|
| 28-0001 | Omaha Public Schools | \$150,000 |

Recommendation 4

Retirement Contribution Increase [Section 79-1028.01(1)(e)&(f)]

| County-District Number | School District Name | Amount to be Approved |
|-------------------------------|----------------------------------|------------------------------|
| 01-0018 | Hastings Public Schools | \$775,441 |
| 04-0001 | Banner County Public Schools | \$56,797 |
| 13-0097 | Elmwood-Murdock Public Schools | \$98,530 |
| 14-0054 | Laurel Concord Coleridge | \$114,558 |
| 16-0030 | Cody-Kilgore Public Schools | \$63,250 |
| 28-0001 | Omaha Public Schools | \$9,307,037 |
| 28-0066 | Westside Community Schools | \$1,252,582 |
| 40-0126 | Doniphan Trumbull Public Schools | \$114,494 |
| 41-0002 | Giltner Public Schools | \$91,268 |
| 42-0002 | Alma Public Schools | \$91,448 |
| 45-0044 | Stuart Public Schools | \$47,058 |
| 54-0583 | Verdigre Public Schools | \$58,720 |
| 54-0586 | Bloomfield Community Schools | \$64,340 |
| 59-0080 | Elkhorn Valley Schools | \$93,892 |
| 76-0002 | Crete Public Schools | \$411,125 |
| 93-0096 | Heartland Community Schools | \$70,982 |

Recommendation 5

Short-Term Borrowings [Section 79-1003(40)]

| County-District Number | School District Name | Amount to be Approved |
|-------------------------------|-----------------------------|------------------------------|
| 54-0583 | Verdigre Public Schools | \$ 700,000 |

Recommendation 6
Special Supplementary Grant [Section 79-1003(40)]

| County-District Number | School District Name | Amount to be Approved | Source |
|-------------------------------|-----------------------------|------------------------------|---|
| 28-0001 | Omaha Public Schools | \$23,994 | Big Red Keno |
| | | \$535,731 | Buffett Early Childhood Fund |
| | | \$480,000 | Education Quest |
| | | \$208,193 | Common Sense Media |
| | | \$25,000 | Knowledge Network |
| | | \$1,968,851 | Lozier Foundation |
| | | \$771,954 | Omaha Public Schools Foundation |
| | | \$1,500 | Pacific Life Foundation |
| | | \$375,500 | Peter Kiewit Foundation |
| | | \$150,000 | Verizon Wireless |
| | | \$1,250,000 | KIOS Radio Station Donations/Corp for Public Broadcasting |
| \$16,059,232 | Sherwood Foundation | | |

Recommendation 7
Voluntary Termination Agreements [Section 79-1028.01(1)(g)]

| County-District Number | School District Name | Amount to be Approved |
|-------------------------------|--|------------------------------|
| 76-0002 | Crete Public Schools | \$15,000.00 |
| 77-0046 | Springfield Platteview Community Schools | \$182,376.00 |



PROPOSED AGENDA ITEM RATIONALE

DATE: August 11, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Tobias J. Orr, Director of the Nebraska Assistive Technology Partnership (ATP)
Lindy Foley, Office Administrator of Nebraska VR

PROPOSED AGENDA ITEM:

Approve Brittany Schuster's appointment to the Nebraska Assistive Technology Partnership Advisory Council

RATIONALE/BACKGROUND INFORMATION:

The purpose of the Nebraska Assistive Technology Partnership Advisory Council is to provide guidance for the development and expansion of assistive technology devices and services, and guidance to state agencies and local planning and administrative entities providing assistive technology devices and services. This Advisory Council was established pursuant to the terms of the federal grant provided under the AT Act of 2004 (PL108-364), and requires the Advisory Council to be made up of a majority (51%) of individuals with disabilities that use assistive technology or the family members or guardians of the individuals.

Brittany comes to us having experience with assistive technology — professionally being a licensed Occupational Therapist and personally with her son who has benefitted from services provided by the Assistive Technology Partnership (ATP). Her experience personally working with ATP will be an asset to ATP's Advisory Council.

It is recommended that the State Board of Education approve this individual as a new member to serve on the Nebraska Assistive Technology Partnership Advisory Council.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2022

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: N/A
- New or Renewal: N/A

- If renewal, date of first approval: N/A



STATE BOARD OF EDUCATION
EXECUTIVE COMMITTEE REPORT

Date: September 1, 2022

The Executive Committee reports on its meeting from August 25, 2022.

The committee had no action items or discussion items for the board. The committee did have two update items to report to the board. The first is related to the commissioner's appraisal process. The committee is working with the NDE human resources staff to develop the appraisal evaluation instrument for the current contract year. The committee also discussed its short-term plan with the commissioner that was presented at the August 2022 meeting. The current Executive Committee short-term plan is attached in the Sparq meeting software.

This concludes the Executive Committee report.

Robin Stevens, Vice Chair on behalf of
Patsy Koch Johns, Chair

*Submit a printed copy to the Committee Chair and email to the Recording Secretary.

State Board Executive Committee Draft Work Plan for Fall 2022
 Prepared by Commissioner Blomstedt for Executive Committee Consideration
 7-29-2022 (Revised 8-25-2022)

| Executive Committee Roles (Bylaw B2) | Description of Work | Timeframe | Responsible |
|--|---|--|---|
| <p>Appraisal: “reviewing and recommending policies and procedures for the review of performance of the commissioner”</p> | Review 2022-23 Appraisal Document and Proposed Priorities. (Note: Consensus was to edit reporting times to be aligned with Board meetings quarterly rather than first of such months) | *Committee reviewed and discussed on July 22, 2022 *Reported to Board in August, 2022 *Affirmed document and plan to construct appraisal instrument for review by committee this fall – October/November | Commissioner and Committee to recommend for approval of full board. *Joel Scherling is working on a draft for the committee for October/November. |
| | Commissioner progress reporting. | Schedule monthly with Executive Committee. Quarterly with full board with reports in October, January, April, and June) | Commissioner and President |
| | Propose 2023-24 appraisal process | By December 2022 | Committee and support from staff or consultant |
| <p>Legislative: “advising the commissioner on legislative matters while the state legislature is in session; making recommendations to the Board on the NDE’s position on specific bills and legislative resolutions”</p> | Advising the Commissioner on Legislative matters while the Legislature is in session | Routine meetings in January through the end of each session (approximately weekly) | Commissioner Blomstedt and Deputy Commissioner Halstead |
| | Recommendations to the Board on NDE’s position on specific bills and legislative resolutions (Board legislative and regulatory priorities) | August/September for consideration by full board in September or October. | Executive Committee recommends the Rules and Regulations Committee establish a draft legislative and regulatory priorities list). President Koch Johns to |

State Board Executive Committee Draft Work Plan for Fall 2022
 Prepared by Commissioner Blomstedt for Executive Committee Consideration
 7-29-2022 (Revised 8-25-2022)

| | | | |
|---|--|---|--|
| | | | convey to Committee- Staff support provided by Commissioner, Deputy Halstead, and Lane Carr. |
| Policy: <i>“reviewing board policies, including the bylaws, and recommending to the Board changes to board policy”</i> | Review and propose restructure of policy manual | By November of 2022 | Assigned to Ad Hoc Committee (Patti Gubbels, Kirk Penner, & Maureen Nickels) |
| | Determine what if any substantive policy changes should be considered in addition to Ad Hoc committee work. | By November of 2022 Updated to <i>“After review of Ad Hoc committee is completed”</i> | Executive Committee with Commissioner and appropriate staff |
| | 2023 Meeting Schedule | By December 2022 | Committee with staff support |
| Consultant Group: <i>“The Executive Committee shall serve as a consultant group for the commissioner”</i> | Regular meeting schedule for the Fall of 2022 | Bi-Monthly | Commissioner to propose specific schedule <i>(Commissioner and Laura Rife are finalizing)</i> |
| | Topics may include but not limited to, legislative interim studies, state and national policy issues, board meeting planning, etc. | As topics surface | Commissioner/Committee will request consultation from time to time. |
| | Assistance in Board member communication and exchange | As needed | Commissioner/Committee will request consultation from time to time. |
| | Standing committee assignments when topics may not be clear. | As needed | Commissioner/Committee will request consultation from time to time. |

State Board Executive Committee Draft Work Plan for Fall 2022
Prepared by Commissioner Blomstedt for Executive Committee Consideration
7-29-2022 (*Revised 8-25-2022*)

| | | | |
|--|---------------------------|-------------------|---|
| | Communications strategies | Ongoing as needed | Commissioner/Committee will request consultation from time to time. |
|--|---------------------------|-------------------|---|

DRAFT 7-29-2022



STATE BOARD OF EDUCATION
BUDGET AND FINANCE COMMITTEE REPORT

Date: September 1, 2022

“The Committee on Budget and Finance reports that...

No discussion over previous Committee Notes.

Action Items:

2.2.A. Action Item: Authorize the Commissioner to accept the Afghan Refugee School Impact Supplements Federal Grant Award and enter into Cooperative Agreement with the Nebraska Department of Health and Human Services.

Speaker(s): Zainab Rida

Discussion:

Per NDE, DHHS reached out to NDE to administer this grant to assist both Afghan students and parents. Parents are included in this grant due to significant cultural issues that affect their children’s educational needs. The grant fund use is relatively wide open so NDE will be identifying areas of need that will have long term impacts. These funds will be targeted to the areas with the highest percentage of refugees. The Committee supported bringing this item to the full board.

2.2.B. Action Item: Authorize the Commissioner to submit the Biennial budget request

Speaker(s): Bryce Wilson and Jen Utemark

Discussion: NDE staff did a short presentation highlighting the NDE’s budget breakouts of funding sources and uses. Additionally, NDE reviewed the budget issues that will be submitted as part of the budget process. The Committee discussed the budget submission and supported bringing it to the full board.

2.3.A. Monthly Board Travel Expense Report

Discussion:

No discussion

2.3.B. In-State Travel Authorization Reports

Discussion:

No discussion

Committee Items:

2.4.A. Update Item: Review potential deficit budget items with the State Board in preparation for an October Board agenda item to authorize the Commissioner to submit the Department's deficit budget request for fiscal year 2022-23

Speaker(s): Bryce Wilson and Jen Utemark

Discussion:

NDE explained the deficit budget process and went over the proposed deficit budget items. Per NDE staff the deficit items identified are unexpected increases in operating costs for the Department. Committee members had no further questions.

This concludes the Budget and Finance report.”

Maureen Nickels, Chair

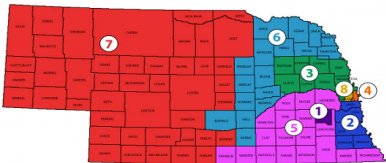


2022-2023 Board Travel

At-A-Glance

| | | | |
|---|--|--|---|
| <p>Budgeted</p> <div style="background-color: #1a3d4d; color: white; padding: 20px; border-radius: 10px;"> <p style="font-size: 24px; margin: 0;">\$29,384</p> </div> | <p>Monthly Spending</p> <div style="background-color: #1a3d4d; color: white; padding: 20px; border-radius: 10px;"> <p style="font-size: 24px; margin: 0;">\$1,285</p> <p style="margin: 0;">Average</p> </div> | <p>Annual Spending</p> <div style="background-color: #1a3d4d; color: white; padding: 20px; border-radius: 10px;"> <p style="font-size: 24px; margin: 0;">\$15,415</p> <p style="margin: 0;">Projected</p> </div> | <p>Expenditures</p> <div style="background-color: #1a3d4d; color: white; padding: 20px; border-radius: 10px;"> <p style="margin: 0;">Lodging</p> <p style="margin: 0;">Meals</p> <p style="margin: 0;">Mileage</p> </div> |
|---|--|--|---|

Even under pandemic conditions, the Nebraska Board of Education has retained the ability to attend meetings, conferences and conventions, sustain meaningful and dynamic work in addition to engaging in new opportunities provided through innovation and virtual technology during unexpected circumstances.



Board Member Activity

| District | Board Member | Current Year July 2022-June 2023 | | Prior Year July 2021-June 2022 | | Variance | |
|---------------------|---|-------------------------------------|--------------------------|-----------------------------------|--------------------------|----------------|--------------|
| | | August | Year-To-Date | August | Year-To-Date | August | Year-To-Date |
| 1 | Patsy Koch Johns, President | \$263 | \$275 | \$0 | \$0 | \$263 | \$275 |
| 2 | Lisa Fricke | \$397 | \$505 | \$703 | \$703 | -\$305 | -\$197 |
| 3 | Patti Gubbels <i>Appointed Jan. 2021</i> | \$263 | \$383 | \$349 | \$349 | -\$86 | \$34 |
| 4 | Jacquelyn Morrison <i>Appointed Jan. 2021</i> | \$116 | \$308 | \$349 | \$349 | -\$233 | -\$41 |
| 5 | Kirk Penner <i>Appointed Dec. 2021</i> | \$154 | \$154 | \$0 | \$0 | \$154 | \$154 |
| 5 | Patricia Timm <i>Outgoing Nov. 2021</i> | \$0 | \$0 | \$112 | \$112 | \$0 | -\$112 |
| 6 | Maureen Nickels | \$154 | \$346 | \$294 | \$404 | -\$140 | -\$58 |
| 7 | Robin Stevens, Vice President | \$45 | \$249 | \$224 | \$224 | -\$179 | \$25 |
| 8 | Deborah Neary | \$144 | \$348 | \$346 | \$346 | -\$202 | \$2 |
| | | \$1,537 | \$2,569 9% | \$2,376 | \$2,487 8% | (\$727) | \$82 |
| Annual Budget | | \$29,384 | | \$29,384 | | | |
| Over/(Under) Budget | | (\$26,815) 91% | | (\$26,897) 92% | | | |

2021-22 vs. 2022-23
Expenditures by Month



Historical Annual Expenditures - FY2022 (\$17,026), FY2021 (\$11,000), FY2020(\$35,000), FY2019(\$48,500)

In-State Travel Authorization Reports - September

| <u>Name</u> | <u>Event Name</u> | <u>Date</u> | <u>Location</u> | <u>Board Bylaw B16 Code A-F</u> |
|------------------|-------------------|-------------|-----------------|---------------------------------|
| Patsy Koch Johns | (NONE) | | | |
| Patti Gubbels | (NONE) | | | |
| Maureen Nickels | (NONE) | | | |
| Robin Stevens | (NONE) | | | |

In-State Travel Authorization Reports - September

| Name | Event Name | Date | Location | Board Bylaw B16 Code A-F |
|--------------------|-------------------|-------------|-----------------|---------------------------------|
| Lisa Fricke | (NONE) | | | |
| Jacquelyn Morrison | (NONE) | | | |
| Deborah Neary | (NONE) | | | |
| Kirk Penner | (NONE) | | | |



PROPOSED AGENDA ITEM RATIONALE

DATE: August 19, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Zainab Rida, Ph.D.

PROPOSED AGENDA ITEM: Authorize the Commissioner to accept the Afghan Refugee School Impact Supplements Federal Grant Award and enter into Cooperative Agreement with the Nebraska Department of Health and Human Services.

RATIONALE/BACKGROUND INFORMATION: The Nebraska Department of Education received a two-year Afghan Refugee School Impact Supplements Federal Grant Award which requires the state education agency to:

- Building state capacity, including support for communities of practice among LEAs/schools (e.g., activities that focus on Afghan parent engagement or information exchange between ELL teachers instructing eligible clients)
- Producing and securing educational resources ensuring full accessibility, including classroom materials, parent engagement resources, computers, digital services, and internet connections
- Addressing transportation needs not met by other local, state, or federal resources
- Developing and implementing data collection tools to track outputs and outcomes from this initiative
- Administering after-school and/or summer learning programs, including summer academic acceleration
- Funding teachers and school-based counselors, including English Language Learner supports
- Developing and implementing parent engagement and orientation activities
- Renting or enhancing temporary school facilities, including portable classrooms and converting (but not constructing) space.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2022

ESTIMATED COST:

Total Amount of Federal Award: \$1,352,085

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Department of Health and Human Services/Office of Refugee Resettlement.
- New or Renewal: New
- If renewal, date of first approval: Not applicable



PROPOSED AGENDA ITEM RATIONALE

DATE: September 2, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Bryce Wilson, Finance Officer
Jen Utemark, Controller/Budget and Grants Management Administrator

PROPOSED AGENDA ITEM: Authorize the Commissioner to submit the Department's biennial budget request for Fiscal Years 2023-24 and 2024-25 on behalf of the State Board of Education.

RATIONALE/BACKGROUND INFORMATION: Per Neb. Rev. Stat. Sec. 81-1113, R.R.S. the Departments biennial budget request for Fiscal Years 2023-24 and 2024-25 must be submitted to the State Budget Division by September 15th, 2022.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2022

ESTIMATED COST: \$0

FOR CONTRACTS AND GRANTS: N/A

- Indicate the Funding Source:
- New or Renewal:
- If renewal, date of first approval:



STATE BOARD OF EDUCATION PLANNING AND EVALUATION COMMITTEE REPORT

Date: September 1, 2022

Chair Patti Gubbels was absent from the Planning and Evaluation Committee Meeting.

The Committee on Planning and Evaluation reports there were two action items, one discussion item, and one committee update.

Action item 2.1.A is the approval of Nebraska of Nebraska's College & Career Ready Standards for Mathematics. In August, NDE staff members provided the board with a presentation and the draft of the proposed revisions. This month NDE Staff provided information regarding changes made between August and September and shared letters of support provided by the Nebraska University System, Nebraska State College System, and the Nebraska Association of Teachers of Mathematics. The Committee recommends approval of the mathematics standards.

Action item 2.1.B is the approval of Rule 11 teacher waiver request for York Public Schools. NDE Staff provided background information regarding why waiver was needed. This waiver is similar to others previously approved by the Board.

Discussion item 2.2.A is to ratify and approve a resolution declaring the State Board's support for Legislative Resolution, LR 335, the state's postsecondary attainment goal. Commissioner Blomstedt provided background information for members. The goal declares for the State of Nebraska to have "at least seventy percent of 25- to 34-year-old Nebraskans have a degree, certificate, diploma, or other postsecondary or industry-recognized credential with economic value by 2030." Next month, the board will act on the resolution to support the state's postsecondary attainment goal.

Update item 2.3.A is an update on the Learning Community of Douglas and Sarpy Counties and the Community Achievement Plan (CAP). NDE staff provided a brief history of the CAP and statutory requirements. The CAP is comprised of four components: Superintendent's Plan for Early Childhood Education, The Greater Omaha Attendance and Learning Services (GOALS) Center, The Learning Community of Douglas and Sarpy Counties' North and South Omaha Learning Centers, and the Collective Impact Initiative. A timeline was provided. Next month the full board will be provided with an update, in preparation for plan approval in November.

Planning and Evaluation Committee Meeting adjourned at 12:32 p.m.

This concludes the Planning and Evaluation Committee report."

Deborah Neary, Vice Chair



PROPOSED AGENDA ITEM RATIONALE

DATE: August 16, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Cory Epler, Ph.D.
Academic Officer/Administrator for Teaching, Learning, and Assessment

Marissa Payzant, Ed.D.
Assistant Administrator for Teaching, Learning, and Assessment

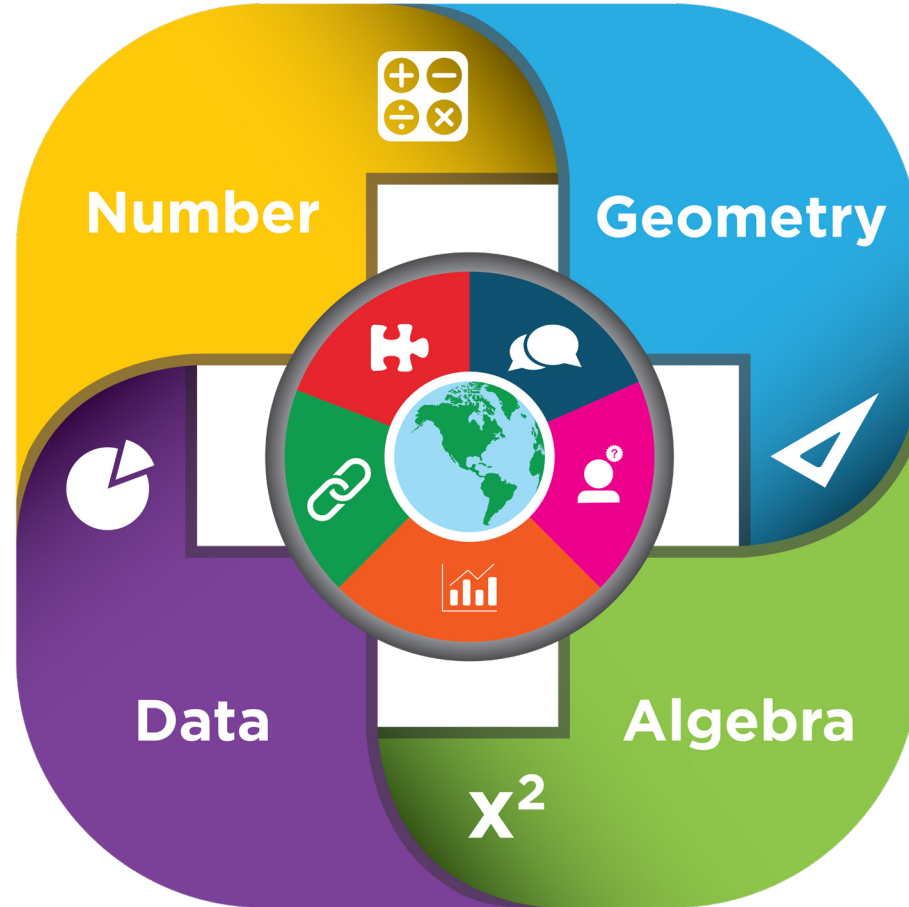
PROPOSED AGENDA ITEM:

Action Item: Approval of Nebraska's College & Career Ready Standards for Mathematics

RATIONALE/BACKGROUND INFORMATION:

Nebraska Revised Statute 79.760.01 requires the Nebraska State Board of Education to adopt measurable academic content standards in the subject areas of reading, writing, mathematics, science, and social studies. The statute requires the State Board to review and update the standards every seven years. Pursuant to 79.760.01, and under the leadership of the Nebraska Department of Education, the process to review and revise Nebraska's College and Career Standards for Mathematics will begin in Fall 2021 with anticipated approval in September 2022. The current mathematics standards were approved by the State Board of Education in 2015.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2022



Nebraska's College and Career Ready Standards for Mathematics



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Matthew L. Blomstedt, Ph.D., Commissioner of Education

Nebraska State Board of Education Members

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Jacquelyn Morrison, District 4
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Deborah Neary, District 8

Acknowledgements

The standards within this document were developed by a team of Nebraska educators. These educators represent the diversity of students served by Nebraska's K-12 schools, a variety of content and grade-level expertise, and geographic locations across the state. In addition, a panel of subject matter experts reviewed and provided guidance on the recommended revisions. The standards were developed during the 2021-2022 academic year and approved by the Nebraska State Board of Education in [insert date]. The Nebraska Department of Education would like to express warm gratitude to these educators for their knowledge, expertise, and dedication to Nebraska's K-12 students.

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Introduction

College and career readiness for Nebraska's K-12 students requires content area standards that are clearly defined and increasingly rigorous across grade levels. The standards are designed to ensure all students have access to grade-level mathematics content centered on deep learning of concepts while actively building new knowledge from their experiences. The revised mathematics standards encompass a wide range of essential skills across the strands of Number, Algebra, Geometry, and Data. The standards, both individually and as an integrated whole, describe not only expectations for college and career readiness, but the 21st century mathematical literacies for critical and innovative thinking and problem solving. The progression of skills within each strand are research and evidence-based and designed to prepare Nebraska's students for postsecondary and workforce demands.

Content Area Standards Overview

Nebraska Revised Statute 79-760.01 requires the State Board of Education to adopt measurable academic content standards for the areas of reading, writing, mathematics, science, and social studies. Standards describe grade-level expectations for given content areas and provide a framework upon which Nebraska districts develop, establish, and implement curriculum. For effective teaching and learning to occur, the content area standards should drive local decisions related to instructional materials, resources, and interim, formative, and summative assessments.

The Nebraska Department of Education has identified quality criteria in the development of content area standards. These criteria ensure that standards are grounded in a strong research base of human cognition, motivation, and teaching and learning and describe essential knowledge and skills for college, career, and civic readiness. The revised mathematics standards, written by teams of Nebraska educators and reviewed by local and national experts, were developed with the following indicators of quality:

Measurable. Standards provide benchmarks against which student progress toward learning goals can be measured.

Appropriately challenging. Standards must build in complexity so that by the end of grade 12, students are prepared for postsecondary education and the workforce.

Connected. Student learning is most effective when it connects knowledge and skills to related topics and authentic applications.

Clearly worded. Content area standards must effectively communicate what students should know and be able to do.

Scaffolded. Indicators in the Nebraska content area standards scaffold student learning by sequencing connected knowledge and skills across grades so that students build and deepen understanding and ability over time.

Specific. Specificity assures that the language used in standards and indicators is sufficiently detailed to be accurately interpreted by educators.

Mathematics Standards Design

Nebraska's College and Career Ready Standards for Mathematics reflect the tiered structure common across all Nebraska content area standards. Grade-level standards include broad, overarching content-based statements that describe the basic cognitive or affective expectations of student learning. They also reflect, across all grade levels, the long-term goals for learning associated with college and career readiness. Indicators further describe what students must know and be able to do to meet the standard as well as provide guidance related to classroom instruction and assessment. In addition to standards and indicators, some of the standards include examples. The "e.g." statements, where appropriate, provide guidance relative to topics that may be included in a locally determined curriculum.

The structure of Nebraska's College and Career Ready Standards for Mathematics includes:

K-12 Content Strands. The strands are broad, general statements that are not grade-level specific. They reflect major topics in mathematics (number, algebra, geometry, and data) and the five mathematical processes.

Grade-Level Standards. The grade-level standards identify what students should know and be able to do by the end of each grade level or grade band. The standards are organized within K-12 Content Strands. The grade-level standards include a statement that describes the expectations for proficiency relative to the major work of the grade.

Indicators. The indicators provide additional specificity to distinguish expectations between grade levels. They are considered an integral part of the standard to be taught and assessed.

For grades K-8, the standards and indicators are written at grade level and are organized by four content strands: Number, Algebra, Geometry, and Data. The High School Standards and Advanced Topics Standards are organized by four content strands: Number, Algebra, Geometry, and Data.

Coding: The standards are organized using a coding system that includes the content area, the grade level, an abbreviation for the content strand, and the number within the strand. Lowercase letters represent indicators for some of the standards. (NOTE: not all standards include indicators.)

-----**Example: MA.K.N.1.a**-----
MA = Content Area (Math)
K = Kindergarten
N = Content Strand (Number)
1 = Standard
a = indicator

The structure of Nebraska’s College and Career Ready Standards for Mathematics includes:

| Content Strand | Description |
|---|---|
| Number (N) | Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas. |
| Ratios and Proportions (R) ¹ | Students will understand ratio concepts and use ratio reasoning to solve problems. |
| Algebra (A) | Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas. |
| Geometry (G) | Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas. |
| Data (D) | Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas. |

¹ Ratios and Proportions is a new content strand found only in Grades 6 and 7.

Grade Level Content Focus

In addition to the standards and indicators, this document includes information about content focus at the beginning of each grade level. Based on research and the progression of the disciplines, the information provides a snapshot of the “major work of the grade.” This guidance leverages the structure and emphases of college- and career-ready mathematics standards. At every grade level, instruction should emphasize the development of the mathematical processes as the vehicle for content mastery.

Nebraska Mathematical Processes

Introduction. The Nebraska Mathematical Processes reflect overarching processes that students should master as they work towards college and career readiness. As described by the National Research Council (2001), mathematical processes are integral to all mathematics teaching and learning. The Nebraska Mathematical Processes reflect the interaction of skills necessary for success in math coursework as well as the ability to apply math knowledge and processes within authentic contexts. The processes highlight the applied nature of math within the workforce and clarify the expectations held for the use of mathematics in and outside of the classroom. Additionally, the Fordham Institute (2018) states that high quality standards for mathematics “integrate and promote the ‘math processes’ or mathematical habits of mind that every student should possess.” Mathematical processes activate the learning process while increasing the likelihood that students will become mathematically proficient (Van de Walle et al., 2018).

To develop essential mathematical habits of mind, mathematically proficient students:



Make sense of problems and persevere in solving them. Students make sense of problems and look for entry points to plan solution pathways. A variety of tools including, but not limited to, mental math, estimation, concrete and visual models, and appropriate technology may be selected to support problem solving. Students form conjectures or inferences based on patterns or sets of examples and nonexamples and monitor their progress. Perseverance includes working without knowing if a plan will succeed, trying other plans if an initial plan does not work, and checking if a solution is reasonable. **(PROBLEM SOLVING)**



Reason quantitatively and abstractly and consider the reasoning of others. Students make sense of quantities and their relationships using quantitative and abstract reasoning. Quantitative reasoning uses the properties of numbers, operations, and geometric objects. Abstract reasoning includes making sense of and manipulating representations in terms of the original context. Students can represent a problem using numbers and mathematical symbols, solve the problem and then make sense of the solution in context of the original situation. Students can analyze their own reasoning and the reasoning of others by comparing different approaches, recognizing correctness and efficiency, and finding counterexamples. **(REASONING)**



Create and use representations to organize, record, and communicate mathematical ideas. Students will understand that representations of mathematical ideas – physical, visual, symbolic, contextual, and verbal – are an essential part of learning, doing, and communicating mathematics. Students create, use, and evaluate the effectiveness of representations to clearly communicate mathematical ideas. **(REPRESENTATIONS)**



Analyze mathematical relationships to connect mathematical ideas. Students routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense. By modeling mathematics in authentic contexts, students make connections among and between different areas of mathematics and other disciplines. Students seek out and make connections among different approaches and representations, including those of other students. **(CONNECTIONS)**



Explain and justify mathematical ideas using precise mathematical language in written or oral communication. Students will communicate their solutions with displays, explanations, and justifications. Students make sense of the mathematics by asking helpful questions that clarify or deepen understanding. Students will use precise mathematical language when explaining and justifying their work in written or oral form. **(COMMUNICATION)**



Kindergarten Standards






Kindergarten Content Focus

During Kindergarten, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Using numbers to represent quantities and to solve quantitative problems, such as quickly recognizing the number in a small set, counting objects in a set, producing sets of given sizes, and comparing and ordering sets or numerals.
- Working with numbers 11-19 to gain foundations for place value.
- Understanding addition as putting together and adding to and understanding subtraction as taking apart and taking from.
- Identifying, naming, and describing two- and three-dimensional shapes that are presented in a variety of ways.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

| | | | | |
|---|--|--|---|--|
| <p>Make sense of problems and persevere in solving them.</p>  | <p>Reason quantitatively and abstractly and consider the reasoning of others.</p>  | <p>Create and use representations to organize, record, and communicate mathematical ideas.</p>  | <p>Analyze mathematical relationships to connect mathematical ideas.</p>  | <p>Explain and justify mathematical ideas using precise mathematical language in written or oral communication.</p>  |
| <p>PROBLEM SOLVING</p> | <p>REASONING</p> | <p>REPRESENTATIONS</p> | <p>CONNECTIONS</p> | <p>COMMUNICATION</p> |

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

K.N.1 Subitizing: Students will quantify briefly shown collections and verbally label the arrangements without counting.

K.N.1.a Without counting, recognize and verbally label arrangements for briefly shown collections up to 10 (e.g., “I saw 5.” “How did you know?” “I saw 3 and 2, that is 5.”)

K.N.2 Counting and Cardinality: Students will understand the relationship between numbers and quantities.

K.N.2.a Use one-to-one correspondence when counting objects to show the relationship between numbers and quantities and understand the last number counted is a direct representation of the total objects in a given set.

K.N.2.b Understand that each successive number name refers to a quantity that is one larger.

K.N.2.c Count out the number of objects given a number from 1 to 20.

K.N.2.d Count up to 20 objects arranged in a line, a rectangular array, or a circle, and count up to 10 objects in a scattered configuration.

K.N.2.e Count verbally forward and backward from any given number within 20.

K.N.2.f Count verbally in sequential order by ones and by tens to 100, making accurate decade transitions (e.g., 89 to 90).

K.N.2.g Write and name numbers 0 to 20. Represent a number of objects with a written numeral 0 to 20.

K.N.2.h Compare the number of objects in two groups, up to 20, using the words fewer than, more than, the same as.

K.N.3 Base Ten: Students will work with numbers 11 to 19 to gain a foundation for place value.

K.N.3.a Compose and decompose numbers from 11 to 19 into a group of ten ones and some more ones using a model, drawing, or equation.

K.N.4 Number and Algebraic Relationships: Students will understand and demonstrate the meaning of addition and subtraction.

K.N.2.a Use one-to-one correspondence when counting objects to show the relationship between numbers and quantities and understand the last number counted is a direct representation of the total objects in a given set.

K.N.2.b Understand that each successive number name refers to a quantity that is one larger.

K.N.2.c Count out the number of objects given a number from 1 to 20.

K.N.2.d Count up to 20 objects arranged in a line, a rectangular array, or a circle, and count up to 10 objects in a scattered configuration.

K.N.2.e Count verbally forward and backward from any given number within 20.

K.N.2.f Count verbally in sequential order by ones and by tens to 100, making accurate decade transitions (e.g., 89 to 90).

K.N.2.g Write and name numbers 0 to 20. Represent a number of objects with a written numeral 0 to 20.

K.N.2.h Compare the number of objects in two groups, up to 20, using the words fewer than, more than, the same as.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

SEE NUMBER AND ALGEBRAIC RELATIONSHIPS IN NUMBER (K.N.4)

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

K.G.1 Shapes and Their Attributes: Students will identify and represent the attributes of two-dimensional shapes and three-dimensional solids.

K.G.1.a Identify and name two-dimensional shapes including circles, triangles, squares, and rectangles regardless of orientation or size.

K.G.1.b Identify and name three-dimensional shapes including spheres, cubes, cylinders, and cones regardless of orientation or size.

K.G.1.c Describe the relative positions of shapes in relation to other objects or shapes using terms such as above, below, in front of, behind, and next to.

K.G.1.d Create shapes using given materials and describe one or more of the attributes such as number of sides/corners.

K.G.1.e Combine simple shapes to compose larger shapes.

K.G.2 Measurement: Students will describe and compare measurable attributes.

K.G.2.a Describe measurable attributes of authentic objects including length, capacity, and weight.

K.G.2.b Directly compare two objects with a measurable attribute in common to describe which object is longer/shorter, heavier/lighter, and has more/less-capacity.

K.G.3 Time and Money: Students will know coin names and values and tell time to the hour.

K.G.3.a Identify the name and value of pennies, nickels, and dimes.

K.G.3.b Identify the parts of digital and analog clocks. Tell and write time to the hour using digital clocks and analog clocks using only the hour hand.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

K.D.1 Classification: Students will sort and classify objects using one or more attributes.

K.D.1.a Identify, sort, and classify objects by size, shape, color, and other attributes.

K.D.1.b Identify objects that do not belong to a particular group and explain the reasoning used.

Grade 1 Standards






Grade 1 Content Focus

During Grade 1, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Extending the counting sequence and strategies for solving quantitative questions.
- Representing and solving problems involving addition and subtraction to include work with equations and the properties of the operations.
- Developing understandings of addition and subtraction strategies for basic addition facts and related subtraction facts.
- Developing an understanding of whole number relationships, including grouping in tens and ones.
- Measuring lengths indirectly and by iterating length units.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

| | | | | |
|---|--|---|---|--|
| <p>Make sense of problems and persevere in solving them.</p> | <p>Reason quantitatively and abstractly and consider the reasoning of others.</p> | <p>Create and use representations to organize, record, and communicate mathematical ideas.</p> | <p>Analyze mathematical relationships to connect mathematical ideas.</p> | <p>Explain and justify mathematical ideas using precise mathematical language in written or oral communication.</p> |
|  |  |  |  |  |
| PROBLEM SOLVING | REASONING | REPRESENTATIONS | CONNECTIONS | COMMUNICATION |

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

1.N.1 Subitizing: Students will quantify briefly shown collections and verbally label the arrangements without counting.

1.N.1.a Without counting, recognize and verbally label arrangements for briefly shown collections up to 20 (e.g., "I saw 16." "How did you know?" "I saw 10 and 6, that is 16").

1.N.2 Counting and Cardinality: Students will understand the relationship between numbers and quantities to extend the counting sequence.

1.N.2.a Count verbally by ones and tens within 120 starting at any given number.

1.N.2.b Count verbally by ones and tens within 120 starting at any given number. Understand that the given number is a direct representation of the total objects in a given set and counting on each successive number represents adding an additional object, and counting back each preceding number represents removing an object.

1.N.2.c Write numerals to match a representation of a given set of objects for numbers up to 120.

1.N.2.d Understand patterns of skip counting by 2s, 5s, and 10s.

1.N.3 Base Ten: Students will represent and compare two-digit numbers to gain foundations for place value.

1.N.3.a Understand 10 as a bundle, collection, or (more abstractly) composition of ten ones and that the two digits of a two-digit number represent a composition of some tens and some ones.

1.N.3.b Compare two, two-digit numbers using words greater than, less than, equal to, and symbols $<$, $>$, $=$. Justify comparisons based on the number of tens and ones.

1.N.4 Number and Operations: Students will compute using addition and subtraction.

1.N.4.a Add and subtract within 20, using flexible strategies such as counting on or counting back, making ten, using ten, and using doubles and near doubles.

1.N.4.b Efficiently, flexibly, and accurately add and subtract within 10.

1.N.4.c Find the difference between two numbers that are multiples of 10, ranging from 10 to 90 using concrete models, drawings, or strategies, and write the corresponding equation.

1.N.4.d Mentally find 10 more or 10 less than a two-digit number without having to count and explain the reasoning used.

1.N.4.e Add within 100, including adding a two-digit number and a one-digit number, adding a two-digit number and a multiple of ten, using concrete models, drawings, and strategies that reflect an understanding of place value, the relationship between addition and subtraction, and the properties of operations. Relate the strategy to a written method and explain the reasoning used to solve.

1.N.4.f Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; sometimes it is necessary to compose a ten.

1.N.4.g Subtract multiples of ten from two-digit numbers (positive or zero differences) using concrete models, drawings, and strategies that reflect an understanding of place value, the relationship between addition and subtraction, and the properties of operations. Relate the strategy to a written method and explain the reasoning used to solve.

1.N.5 Number and Algebraic Relationships: Students will understand and apply properties of operations and the relationship between addition and subtraction to solve problems.

1.N.5.a Use the meaning of the equal sign to determine if equations are true and give examples of equations that are true (e.g., $4 = 4$, $6 = 7 - 1$, $6 + 3 = 3 + 6$, $7 + 2 = 5 + 4$).

1.N.5.b Use the relationship of addition and subtraction to solve subtraction problems (e.g., find $12 - 9 = \underline{\quad}$, using the addition fact $9 + 3 = 12$).

1.N.5.c Determine the unknown whole number in an addition or subtraction equation (e.g., $7 + ? = 13$).

1.N.5.d Use the commutative property of addition to develop addition strategies and compose/decompose numbers to develop addition and subtraction strategies. (See other flexible strategies in 1.N.4.a49).

1.N.5.e Solve problems that call for addition of three whole numbers whose sum is less than or equal to 20 using flexible strategies with objects, drawings, and/or equations.

1.N.5.f Solve authentic problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem.

1.N.5.g Create an authentic problem to represent a given equation involving addition and subtraction within 20.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

SEE NUMBER AND ALGEBRAIC RELATIONSHIPS IN NUMBER (1.N.5)

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

1.G.1 Shapes and Their Attributes: Students will represent and describe the attributes of two-dimensional shapes.

1.G.1.a Determine geometric attributes of two-dimensional shapes regardless of orientation or size for rhombi, trapezoids, and hexagons (e.g., a hexagon is closed with six sides).

1.G.1.b Determine geometric attributes of three-dimensional shapes including cones, cylinders, cubes, and rectangular prisms regardless of orientation or size.

1.G.1.c Describe lines and sides of shapes as parallel or non-parallel.

1.G.1.d Partition circles and rectangles into two and four equal parts using the language halves and fourths.

1.G.2 Measurement: Students will measure and compare lengths.

1.G.2.a Measure the length of an object as a whole number of same-size, non-standard units by placing them end to end.

1.G.2.b Order three objects by directly comparing their lengths or indirectly by using a third object.

1.G.3 Time and Money: Students will solve problems with coins and tell time to the half hour.

1.G.3.a Understand the value of dimes and pennies (e.g., a dime is equal to ten pennies) relating to tens and ones and solve problems involving dimes and pennies using the ¢ symbol appropriately.

1.G.3.b Count collections of like coins (penny, nickel, and dime) relating to patterns of counting by 1s, 5s, and 10s.

1.G.3.c Tell and write time to the half hour and hour using analog and digital clocks.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

1.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.

1.D.1.a Collect, organize, and represent a data set with up to three categories using a picture graph.

1.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.

1.D.2.a Ask and answer questions about the total number of data points, how many in each category, and compare categories by identifying how many more or less are in a particular category using a picture graph.

Grade 2 Standards






Grade 2 Content Focus

During Grade 2, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Building on base-ten numeration system and place-value concepts to demonstrate understanding of multi-digit numbers.
- Applying properties of operations and the relationship between adding and subtracting.
- Developing quick recall of addition facts and related subtraction facts.
- Solving problems that involve time and/or money.
- Extending understanding of linear measurement by measuring and estimating lengths and relating length to addition and subtraction.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

| | | | | |
|---|--|---|---|--|
| <p>Make sense of problems and persevere in solving them.</p>  | <p>Reason quantitatively and abstractly and consider the reasoning of others.</p>  | <p>Create and use representations to organize, record, and communicate mathematical ideas.</p>  | <p>Analyze mathematical relationships to connect mathematical ideas.</p>  | <p>Explain and justify mathematical ideas using precise mathematical language in written or oral communication.</p>  |
| PROBLEM SOLVING | REASONING | REPRESENTATIONS | CONNECTIONS | COMMUNICATION |

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

2.N.1 Subitizing: Students will quantify briefly shown collections and verbally label the arrangements without counting.

2.N.1.a Without counting, recognize and verbally label structured arrangements for briefly shown collections using groups, multiplicative thinking, and place value (e.g., "I saw 48." "How did you know?" "I saw 4 groups of 10 and 2 groups of 4 is 8...4 tens and 8 ones...48").

2.N.2 Counting: Students will understand the relationship between numbers and quantities to extend the counting sequence.

2.N.2.a Count within 1,000, including skip counting by 5s, 10s, and 100s starting at a variety of multiples of 5, 10, or 100.

2.N.3 Base Ten: Students will represent and compare three-digit numbers to apply concepts of place value.

2.N.3.a Read and write numbers within the range of 0 to 1,000 using standard, word, and expanded forms.

2.N.3.b Understand 100 as a bundle, collection, or (more abstractly) composition of ten tens and that the three digits of a three-digit number represent a composition of some hundreds, some tens, and some ones.

2.N.3.c Compare two three-digit numbers by using symbols $<$, $>$, $=$ and justify the comparison based on the value of the hundreds, tens, and ones.

2.N.4 Number and Operations: Students will compute using addition and subtraction.

2.N.4.a Fluently add and subtract within 20.

2.N.4.b Add and subtract within 100 strategies based on place value including properties of operations, relationships between addition and subtraction, and algorithms.

2.N.4.c Mentally add or subtract 10 or 100 to or from a given number 100 to 900.

2.N.4.d Add up to three two-digit numbers using strategies based on place value and understanding of properties.

2.N.4.e Add and subtract within 1,000 using concrete models, drawings, and strategies that reflect an understanding of place value and the properties of operations.

2.N.5 Number and Algebraic Relationships: Students will create and solve problems involving addition and subtraction and work with equal groups of objects to gain foundations for multiplication.

2.N.5.a Solve authentic problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions, and equations.

2.N.5.b Create authentic problems to represent one-step addition and subtraction within 100 with unknowns in all positions.

2.N.5.c Use repeated addition to find the total number of objects arranged in an array no larger than five rows and five columns and write an equation to express the total.

2.N.5.d Identify a group of objects from 0 to 20 as even or odd by counting by 2s or by showing even numbers as a sum of two equal parts.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

SEE NUMBER AND ALGEBRAIC RELATIONSHIPS IN NUMBER (2.N.5)

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

2.G.1 Shapes and Their Attributes: Students will recognize and represent the attributes of two-dimensional shapes and three-dimensional solids.

2.G.1.a Recognize and describe all faces of three-dimensional shapes as two-dimensional shapes. Identify and count attributes of solid shapes including the edges, faces, and vertices.

2.G.1.b Recognize and draw two-dimensional shapes having a specific number of sides, angles, and vertices including triangles, quadrilaterals, pentagons, and hexagons.

2.G.1.c Partition a rectangle into rows and columns of equal-sized squares and count to find the total.

2.G.1.d Divide circles and rectangles into two, three, or four equal parts and describe the parts using the language of halves, thirds, fourths, half of, a third of, and a fourth of.

2.G.1.e Recognize that equal shares of identical wholes need not have the same shape.

2.G.2 Describe Measurable Attributes: Students will measure, estimate, and compare lengths to build meaning of the measurement process.

2.G.2.a Measure the length of an object using two different length units and describe how the measurements relate to the size of the specific unit.

2.G.2.b Compare the difference in length of objects using inches and feet or centimeters and meters.

2.G.3 Measurement: Students will use tools to measure and estimate length using standard units.

2.G.3.a Identify and use appropriate tools for measuring length.

2.G.3.b Measure and estimate lengths using whole numbers with inches, feet, centimeters, and meters.

2.G.4 Relate Addition and Subtraction to Measurement: Students will add or subtract to solve length problems.

2.G.4.a Represent whole numbers as equally spaced lengths on a number line diagram. Use number lines to find sums and differences within 100.

2.G.4.b Use addition and subtraction within 100 to solve problems using the same standard-length units.

2.G.5 Time and Money: Students will solve problems with dollar bills and coins and tell time to the nearest five-minute interval.

2.G.5.a Solve problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols appropriately.

2.G.5.b Identify and write time to five-minute intervals using analog and digital clocks and both a.m. and p.m.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

2.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.

2.D.1.a Ask authentic questions to generate data and represent the data using scaled picture graphs with up to four categories.

2.D.1.b Ask authentic questions to generate data and represent the data using bar graphs with up to four categories.

2.D.1.c Create and represent a data set by making a line plot using whole numbers.

2.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.

2.D.2.a Analyze data using scaled picture graphs or bar graphs with up to four categories. Solve problems including one-step comparison problems, using information from the graphs.

Grade 3 Standards






Grade 3 Content Focus

During Grade 3, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Building on additive reasoning to develop understanding of multiplication and division
- Exploring multiplication properties and strategies to multiply within 100 flexibly and efficiently
- Developing understanding of fractions as numbers by connecting prior work in partitioning shapes in equal areas to the relationship between numerator and denominator
- Solving problems using visual fraction models to compare and find equivalencies.
- Reasoning with shapes and their attributes.
- Recognizing area as an attribute of two-dimensional shapes and connecting understanding to multiplication.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

| | | | | |
|---|--|---|---|--|
| <p>Make sense of problems and persevere in solving them.</p> | <p>Reason quantitatively and abstractly and consider the reasoning of others.</p> | <p>Create and use representations to organize, record, and communicate mathematical ideas.</p> | <p>Analyze mathematical relationships to connect mathematical ideas.</p> | <p>Explain and justify mathematical ideas using precise mathematical language in written or oral communication.</p> |
|  |  |  |  |  |
| PROBLEM SOLVING | REASONING | REPRESENTATIONS | CONNECTIONS | COMMUNICATION |

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

3.N.1 Numeric Relationships: Students will demonstrate and represent multi-digit numbers using place value understanding.

3.N.1.a Read, write, and demonstrate multiple equivalent representations for numbers up to 10,000 using objects or visual representations including standard form and expanded form.

3.N.1.b Represent and justify comparisons of whole numbers up to 10,000 using number lines and reasoning strategies.

3.N.2 Fractions: Students will develop understanding of fractions as numbers.

3.N.2.a Partition two-dimensional figures into equal areas and express the area of each part as a unit fraction of the whole.

3.N.2.b Find parts of a whole using visual fraction models.

3.N.2.c Represent and understand a fraction as a number on a number line.

3.N.2.d Show and identify equivalent fractions using visual representations including pictures, manipulatives, and number lines.

3.N.2.e Justify whole numbers as fractions and identify fractions that are equivalent to whole numbers.

3.N.2.f Compare and order fractions having the same numerators or denominators by reasoning about their size.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

3.A.1 Operations and Algebraic Thinking: Students will extend understanding of multiplication and apply operational properties to solve problems.

3.A.1.a Add and subtract up to four-digit whole numbers with or without regrouping using strategies based on place value and algorithms.

3.A.1.b Determine the reasonableness of whole number sums and differences using estimations and number sense.

3.A.1.c Solve and write one-step whole number equations to represent authentic problems using the four operations including equations with an unknown start, unknown change, or unknown result.

3.A.1.d Interpret and solve two-step authentic problems involving whole numbers and the four operations.

3.A.1.e Apply commutative, associative, distributive, identity, and zero properties as strategies to multiply and divide.

3.A.1.f Use drawings, words, arrays, symbols, repeated addition, equal groups, and number lines to interpret and explain the meaning of multiplication and division and their relationship.

3.A.1.g Fluently multiply and divide within 100 using strategies based on understanding and properties of operations.

3.A.1.h Multiply one-digit whole numbers by multiples of 10 in the range of 10 to 90 using strategies based on place value and properties of operations.

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

3.G.1 Shapes and Their Attributes: Students will recognize and represent the attributes of two-dimensional shapes.

3.G.1.1 Sort quadrilaterals into categories according to their attributes.

3.G.2 Area and Perimeter: Students will recognize perimeter and area as attributes of plane figures and understand concepts of area measurement.

3.G.2.a Solve authentic problems involving perimeters of polygons when given the side lengths or when given the perimeter and unknown side length(s).

3.G.2.b Use concrete and pictorial models to measure areas in square units by counting square units.

3.G.2.c Find the area of a rectangle with whole-number side lengths by modeling with unit squares; show that area can be additive and is the same as it would be found by multiplying the side lengths.

3.G.3 Measurement: Students will use tools to solve measurement problems.

3.G.3.a Identify and use the appropriate tools and units of measurement, both customary and metric, to solve authentic problems involving length, weight, mass, liquid volume, and capacity (within the same system and unit).

3.G.3.b Estimate and measure length to the nearest half inch, fourth inch, and centimeter.

3.G.4 Time: Students will tell time to the nearest minute and find elapsed time.

3.G.4.a Tell and write time to the minute using both analog and digital clocks.

3.G.4.b Solve authentic problems involving addition and subtraction of time intervals and find elapsed time.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

3.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.

3.D.1.a Create scaled picture graphs and scaled bar graphs to represent a data set with more than four categories, including data collected through observations, surveys, and experiments.

3.D.1.b Generate and represent data using line plots where the horizontal scale is marked off in halves and whole number units.

3.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.

3.D.2.a Analyze data and make simple statements using information represented in picture graphs, line plots, and bar graphs.

Grade 4 Standards






Grade 4 Content Focus

During Grade 4, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Developing understanding and fluency with multi-digit multiplication through visual models and operational properties.
- Developing understanding of division involving multi-digit dividends using place value models.
- Extending understanding of fraction equivalence and operations with fractions by composing and decomposing, reasoning about relative size, and applying properties of operations.
- Classifying two-dimensional shapes according to their attributes such as the presence or absence of lines or angles.
- Developing understanding of an angle as a turn in a circle and justify the classification of angles as acute, obtuse, and right.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

| | | | | |
|---|--|---|---|--|
| <p>Make sense of problems and persevere in solving them.</p> | <p>Reason quantitatively and abstractly and consider the reasoning of others.</p> | <p>Create and use representations to organize, record, and communicate mathematical ideas.</p> | <p>Analyze mathematical relationships to connect mathematical ideas.</p> | <p>Explain and justify mathematical ideas using precise mathematical language in written or oral communication.</p> |
|  |  |  |  |  |
| PROBLEM SOLVING | REASONING | REPRESENTATIONS | CONNECTIONS | COMMUNICATION |

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

4.N.1 Numeric Relationships: Students will demonstrate and represent multi-digit numbers using relationships with the base-ten number system.

4.N.1.a Read, write, and demonstrate multiple equivalent representations for whole numbers up to 1,000,000 and decimals to the hundredths using visual representations, standard form, and expanded form.

4.N.1.b Represent and justify comparisons of whole numbers up to 1,000,000 and decimals through the hundredths place using number lines and reasoning strategies.

4.N.1.c Recognize a digit in one place represents ten times what it represents in the place to its right.

4.N.1.d Use decimal notation for fractions with denominators of 10 or 100 (e.g., $43/100 = 0.43$).

4.N.2 Fractions and Decimals: Students will extend understanding of fractions by equivalence and ordering and will develop an understanding of decimals.

4.N.2.a Explain and demonstrate how a mixed number is equivalent to a fraction greater than one and how a fraction greater than one is equivalent to a mixed number using visual fraction models and reasoning strategies.

4.N.2.b Explain and demonstrate how equivalent fractions are generated by multiplying by a fraction equivalent to 1 using visual fraction models and the Identity Property of Multiplication.

4.N.2.c Compare and order fractions having unlike numerators or denominators using number lines, benchmarks, reasoning strategies, and/or equivalence.

4.N.3 Operations with Fractions: Students will understand and demonstrate fractional computation.

4.N.3.a Decompose a fraction into a sum of fractions with the same denominator in more than one way and record each decomposition with an equation and a visual representation.

4.N.3.b Explain the meaning of addition and subtraction of fractions with like denominators using visual fraction models, properties of operations, and reasoning strategies.

4.N.3.c Add and subtract fractions and mixed numbers with like denominators.

4.N.3.d Solve authentic problems involving addition and subtraction of fractions and mixed numbers with like denominators.

4.N.3.e Multiply a fraction by a whole number using visual fraction models and properties of operations.

4.N.4 Factors and Multiples: Students will find factors and multiples and classify numbers as prime or composite.

4.N.4.a Determine whether a given whole number up to 100 is a multiple of a given one-digit number.

4.N.4.b Determine factors of any whole number up to 100 and classify a number up to 100 as prime or composite.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

4.A.1 Operations and Algebraic Thinking: Students will extend understanding of multiplication and division and apply operational properties to solve problems involving variables.

4.A.1.a Add and subtract multi-digit numbers using an algorithm.

4.A.1.b Multiply up to a four-digit whole number by a one-digit whole number and multiply a two-digit whole number by a two-digit whole number, using strategies based on place value, properties of operations, and algorithms.

4.A.1.c Divide up to a four-digit whole number by a one-digit divisor with and without a remainder using strategies based on place value.

4.A.1.d Determine the reasonableness of whole number products and quotients using estimations and number sense.

4.A.1.e Create a simple algebraic expression or equation using a variable for an unknown number to represent an authentic mathematical situation (e.g., $3 + n = 15$, $81 \div n = 9$).

4.A.1.f Solve one- and two-step authentic problems using the four operations including interpreting remainders and the use of a letter to represent the unknown quantity.

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

4.G.1 Shapes and Their Attributes: Students will draw and identify lines and angles and classify shapes by properties of their lines and angles.

4.G.1.a Identify, create, and describe points, lines, line segments, rays, angles, parallel lines, perpendicular lines, and intersecting lines.

4.G.1.b Justify the classification of angles as acute, obtuse, or right.

4.G.1.c Justify the classification of two-dimensional shapes based on the presence or absence of parallel and perpendicular lines or the presence or absence of specific angles.

4.G.1.d Recognize, draw, and justify lines of symmetry in two-dimensional shapes.

4.G.2 Measurement: Students will generate simple conversions from a larger unit to a smaller unit to solve authentic problems and measure angles.

4.G.2.a Identify and use the appropriate tools, operations, and units of measurement, both customary and metric, to solve authentic problems involving time, length, weight, mass, and capacity.

4.G.2.b Determine the reasonableness of measurements involving time, length, weight, mass, capacity, and angles.

4.G.2.c Generate simple conversions from a larger unit to a smaller unit within the customary and metric systems of measurement.

4.G.2.d Measure angles in whole number degrees using a protractor and relate benchmark angle measurements to their rotation through a circle (e.g., $180^\circ = 1/2$ of a circle).

4.G.2.e Recognize angle measures as additive and solve problems involving addition and subtraction to find unknown angles on a diagram.

4.G.3 Area and Perimeter: Students will apply perimeter and area formulas for rectangles.

4.G.3.a Apply perimeter and area formulas for rectangles to solve authentic problems.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

4.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.

4.D.1.a Generate and represent data using line plots where the horizontal scale is marked off in appropriate units—whole numbers, halves, fourths, or eighths.

4.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.

4.D.2.a Solve authentic problems and analyze data involving addition or subtraction of fractions presented in line plots.

Grade 5 Standards






Grade 5 Content Focus

During Grade 5, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Extending previous understandings of multiplication and division to multiply and divide fractions and decimals.
- Performing operations with multi-digit whole numbers and decimals to the hundredths in order to solve authentic problems following the order of operations.
- Categorizing shapes using knowledge of their attributes.
- Developing concepts of volume and relating volume to multiplication and addition.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

| | | | | |
|---|--|--|---|--|
| <p>Make sense of problems and persevere in solving them.</p>  | <p>Reason quantitatively and abstractly and consider the reasoning of others.</p>  | <p>Create and use representations to organize, record, and communicate mathematical ideas.</p>  | <p>Analyze mathematical relationships to connect mathematical ideas.</p>  | <p>Explain and justify mathematical ideas using precise mathematical language in written or oral communication.</p>  |
| PROBLEM SOLVING | REASONING | REPRESENTATIONS | CONNECTIONS | COMMUNICATION |

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

5.N.1 Numeric Relationships: Students will understand the place value system.

5.N.1.a Read, write, and demonstrate multiple equivalent representations for multi-digit whole numbers and decimals through the thousandths place using standard form and expanded form.

5.N.1.b Recognize a digit in one place represents $\frac{1}{10}$ of what it represents in the place to its left.

5.N.1.c Use whole number exponents to denote powers of 10.

5.N.2 Fractions and Decimals: Students will extend understanding of fraction and decimal equivalence and ordering.

5.N.2.a Generate equivalent forms of commonly used fractions and decimals (e.g., halves, fourths, fifths, tenths).

5.N.2.b Represent and justify comparisons of whole numbers, fractions, mixed numbers, and decimals through the thousandths place using number lines, reasoning strategies, and/or equivalence.

5.N.3 Operations with Fractions and Decimals: Students will apply and extend previous understandings of whole number operations to add, subtract, multiply and divide fractions and decimals.

5.N.3.a Interpret a fraction as division of the numerator by the denominator.

5.N.3.b Multiply a whole number by a fraction or a fraction by a fraction, including mixed numbers, using visual fraction models and properties of operations.

5.N.3.c Divide a unit fraction by a whole number and a whole number by a unit fraction using visual fraction models and properties of operations.

5.N.3.d Solve authentic problems involving addition, subtraction, and multiplication of fractions and mixed numbers with like and unlike denominators.

5.N.3.e Add and subtract fractions and mixed numbers with unlike denominators without simplifying.

5.N.3.f Solve authentic problems involving division of fractions by whole numbers and division of whole numbers by unit fractions.

5.N.3.g Add, subtract, multiply, and divide decimals to hundredths using strategies based on place value, properties of operations, and/or algorithms.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

5.A.1 Operations and Algebraic Thinking: Students will extend understanding of division and apply operational properties to solve problems involving order of operations.

5.A.1.a Multiply multi-digit whole numbers using an algorithm.

5.A.1.b Divide four-digit whole numbers by a two-digit divisor, with and without remainders, using strategies based on place value.

5.A.1.c Justify the reasonableness of computations involving whole numbers, fractions, and decimals.

5.A.1.d Solve authentic numerical or algebraic expressions using order of operations (excluding exponents).

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

5.G.1 Shapes and Their Attributes: Students will classify two-dimensional figures into categories based on their properties.

5.G.1.a Identify and describe faces, edges, and vertices of rectangular prisms.

5.G.1.b Recognize volume as an attribute of solid figures that is measured in cubic units.

5.G.1.c Justify the classification of two-dimensional figures in a hierarchy based on their properties.

5.G.2 Coordinate Geometry: Graph points on the coordinate plane to solve authentic problems.

5.G.2.a Identify the origin, x axis, and y axis of the coordinate plane.

5.G.2.b Graph and name points in the first quadrant of the coordinate plane using ordered pairs of whole numbers.

5.G.2.c Form ordered pairs from authentic problems involving rules or patterns and graph the ordered pairs in the first quadrant on a coordinate plane and interpret coordinate values in the context of the situation.

5.G.3 Measurement: Generate conversions within the customary and metric systems of measurement to solve authentic problems.

5.G.3.a Generate conversions in authentic mathematical situations from larger units to smaller units and smaller units to larger units, within the customary and metric systems of measurement.

5.G.4 Area and Volume: Students will extend area problems for rectangles to include fractions and build meaning for measuring volume.

5.G.4.a Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the fraction side lengths and show that the area is the same as would be found by multiplying the side lengths.

5.G.4.b Multiply fractional side lengths to find areas of rectangles and represent fraction products as rectangular areas.

5.G.4.c Use concrete models to measure the volume of rectangular prisms by counting cubic units.

5.G.4.d Find the volume of a rectangular prism with whole-number side lengths by modeling with unit squares and show that the volume can be additive and is the same as would be found by multiplying the area of the base times height.

5.G.4.e Solve authentic problems by applying the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of rectangular prisms with whole number edge lengths.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

5.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.

No additional indicators at this level.

5.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.

5.D.2.a Represent, analyze, and solve authentic problems using information presented in one or more tables or line plots including whole numbers and fractions.

Grade 6 Standards






Grade 6 Content Focus

During Grade 6, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems.
- Completing computational understanding with the division of fractions and moving towards efficiency by using the algorithm for each operation.
- Extending understanding of the number line to include the entire system of rational numbers, which now includes negative numbers.
- Writing and using expressions and equations
- Representing data in multiple ways in order to analyze and interpret the results.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

| | | | | |
|---|--|---|---|--|
| <p>Make sense of problems and persevere in solving them.</p> | <p>Reason quantitatively and abstractly and consider the reasoning of others.</p> | <p>Create and use representations to organize, record, and communicate mathematical ideas.</p> | <p>Analyze mathematical relationships to connect mathematical ideas.</p> | <p>Explain and justify mathematical ideas using precise mathematical language in written or oral communication.</p> |
|  |  |  |  |  |
| PROBLEM SOLVING | REASONING | REPRESENTATIONS | CONNECTIONS | COMMUNICATION |

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

6.N.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among fractions, decimals, percents, and integers within the base-ten number system.

6.N.1.a Determine common factors and common multiples.

6.N.1.b Determine prime factorization of numbers with and without exponents.

6.N.1.c Model integers using drawings, words, number lines, models and symbols.

6.N.1.d Determine absolute value of rational numbers.

6.N.1.e Compare and order numbers including non-negative fractions and decimals, integers, and absolute values and locate them on the number line.

6.N.2 Operations: Students will compute with fractions and decimals accurately.

6.N.2.a Divide multi-digit whole numbers and decimals using an algorithm.

6.N.2.b Divide non-negative fractions and mixed numbers.

6.N.2.c Evaluate numerical expressions including absolute value and/or positive exponents with respect to order of operations.

RATIOS AND PROPORTIONS: Students will understand ratio concepts and use ratio reasoning to solve problems.²

6.R.1 Ratios and Rates: Students will understand the concept of ratios and unit rates, use language to describe the relationship between two quantities, and use ratios and unit rates to solve authentic situations.

6.R.1.a Determine ratios from concrete models, drawings, and/or words.

6.R.1.b Explain and determine unit rates.

6.R.1.c Find a percent of a quantity as a rate per 100 and solve problems involving finding the whole, given a part and the percent.

6.R.1.d Convert among fractions, decimals, and percents using multiple representations.

6.R.1.e Solve authentic problems using ratios, unit rates, and percents.

6.R.1.f Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

² Ratios and Proportions is a new content strand found only in Grades 6 and 7.

6.R.2 Represent: Students will represent ratios and rates on the coordinate plane.

6.R.2.a Identify the ordered pair of a given point in the coordinate plane.

6.R.2.b Plot the location of an ordered pair in the coordinate plane.

6.R.2.c Identify the location of a given point in the coordinate plane (e.g., axis, origin, quadrant).

6.R.2.d Make tables of equivalent ratios relating quantities with whole number measurements.

6.R.2.e Use the constant of proportionality to find the missing value in ratio tables.

6.R.2.f Plot the pair of values from a ratio table on the coordinate plane.

6.R.2.g Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

6.A.1 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations and inequalities.

6.A.1.a Recognize and generate equivalent algebraic expressions involving the distributive property and combining like terms.

6.A.1.b Given the value of the variable, evaluate algebraic expressions with non-negative rational numbers with respect to order of operations, which may include absolute value.

6.A.1.c Use substitution to determine if a given value for a variable makes an equation or inequality true.

6.A.1.d Solve one-step equations with non-negative rational numbers using addition, subtraction, multiplication, and division.

6.A.1.e Solve one-step inequalities with whole numbers using addition, subtraction, multiplication, and division and represent solutions on a number line (e.g., graph $3x > 3$).

6.A.2 Applications: Students will solve authentic problems with algebraic expressions, equations, and inequalities.

6.A.2.a Create algebraic expressions (e.g., one operation, one variable as well as multiple operations, one variable) from word phrases.

6.A.2.b Write equations (e.g., one operation, one variable) to represent authentic situations involving non-negative rational numbers.

6.A.2.c Write inequalities (e.g., one operation, one variable) to represent authentic situations involving whole numbers.

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

6.G.1 Attributes: Students will identify and describe geometric attributes of two- dimensional shapes.

6.G.1.a Identify and create nets to represent two-dimensional drawings of prisms and pyramids.

6.G.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

SEE WORK WITH COORDINATE PLANES IN RATIOS AND PROPORTIONS (6.R.2)

6.G.3 Measurement: Students identify geometric attributes that create two- and three-dimensional shapes in order to perform measurements and apply formulas to find area and volume.

6.G.3.a Determine the area of quadrilaterals and triangles by composition and decomposition of these shapes, as well as applications of properties and formulas. Quadrilaterals include parallelograms and trapezoids.

6.G.3.b Determine the surface area of rectangular prisms and triangular prisms using nets as well as application of formulas.

6.G.3.c Apply volume formulas for triangular prisms.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

6.D.1 Data Collection and Statistical Methods: Students will formulate statistical investigative questions, collect data, and organize data.

No additional indicators at this level.

6.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.

6.D.2.a Represent data using dot plots, box-and-whisker plots, and histograms.

6.D.2.b Solve problems using information presented in dot plots, box-and-whisker plots, histograms, and circle graphs.

6.D.2.c Find and interpret the mean, median, mode, and range for a set of data.

6.D.2.d Compare the mean, median, mode, and range from two sets of data.

6.D.2.e Compare and interpret data sets based upon their measures of central tendency and graphical representations (e.g., center, spread, shape).

6.D.3 Probability: Students will interpret and apply concepts of probability.

6.D.3.a Identify a list of possible outcomes for a simple event.

6.D.3.b Describe the theoretical and experimental probability of an event using a fraction, percentage, and decimal.

6.D.3.c Express the degree of likelihood (possible, impossible, certain, more likely, equally likely, or less likely) of simple events.

6.D.3.d Compare and contrast theoretical and experimental probabilities.

Grade 7 Standards






Grade 7 Content Focus

During Grade 7, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Developing an understanding of proportional relationships.
- Understanding operations with rational numbers.
- Using expressions and linear equations to represent and solve problems.
- Solving problems involving perimeter and area of two-dimensional figures as well as surface area and volume of three-dimensional figures.
- Investigating probability concepts.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

| | | | | |
|---|--|---|---|--|
| <p>Make sense of problems and persevere in solving them.</p> | <p>Reason quantitatively and abstractly and consider the reasoning of others.</p> | <p>Create and use representations to organize, record, and communicate mathematical ideas.</p> | <p>Analyze mathematical relationships to connect mathematical ideas.</p> | <p>Explain and justify mathematical ideas using precise mathematical language in written or oral communication.</p> |
|  |  |  |  |  |
| PROBLEM SOLVING | REASONING | REPRESENTATIONS | CONNECTIONS | COMMUNICATION |

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

7.N.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among rational numbers within the base-ten number system.

No additional indicator(s) at this level.

7.N.2 Operations: Students will compute with rational numbers accurately.

7.N.2.a Add, subtract, multiply, and divide rational numbers (e.g., positive and negative fractions, decimals, and integers).

7.N.2.b Apply properties of operations (commutative, associative, distributive, identity, inverse, zero) as strategies for problem solving with rational numbers.

³RATIOS AND PROPORTIONS: Students will understand ratio concepts and use ratio reasoning to solve problems.

7.R.1 Proportional Relationships: Students will understand the concept of proportions, use language to describe the relationship between two quantities, and use proportions to solve authentic situations.

7.R.1.a Decide whether two quantities are in a proportional relationship (e.g., by testing for equivalent ratios in a table).

7.R.1.b Represent and solve authentic problems with proportions.

7.R.1.c Use proportional relationships to solve authentic percent problems (e.g., percent change, sales tax, mark-up, discount, tip).

7.R.1.d Solve authentic problems involving scale drawings.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

7.A.1 Algebraic Processes: Students will apply the operational properties when evaluating expressions, and solving equations and inequalities.

7.A.1.a Use factoring and properties of operations to create equivalent algebraic expressions (e.g., $2x + 6 = 2(x + 3)$).

³ Ratios and Proportions is a new content strand found only in Grades 6 and 7.

7.A.1.b Given the value of the variable(s), evaluate algebraic expressions, which may include absolute value.

7.A.1.c Solve one- and two-step equations involving rational numbers.

7.A.1.d Solve equations using the distributive property and combining like terms.

7.A.1.e Solve one- and two-step inequalities involving integers and represent solutions on a number line.

7.A.2 Applications: Students will solve authentic problems with algebraic expressions, equations, and inequalities.

7.A.2.a Write one- and two-step equations involving rational numbers from words, tables, and authentic situations.

7.A.2.b Write one- and two-step inequalities to represent authentic situations involving integers.

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

7.G.1 Attributes: Students will identify angle relationships and apply properties to determine angle measures.

7.G.1.a Apply properties of adjacent, complementary, supplementary, linear pair, and vertical angles to find missing angle measures.

7.G.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

7.G.2.a Draw polygons in the coordinate plane given coordinates for the vertices.

7.G.2.b Calculate vertical and horizontal distances in the coordinate plane to find perimeter and area of rectangles.

7.G.3 Measurement: Students will identify geometric attributes that create two- and three-dimensional shapes in order to perform measurements and apply formulas to find area and volume.

7.G.3.a Solve authentic problems involving perimeter and area of composite shapes made from triangles and quadrilaterals.

7.G.3.b Determine surface area and volume of composite rectangular and triangular prisms.

7.G.3.c Determine the area and circumference of circles both on and off the coordinate plane using 3.14 for the value of Pi.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

7.D.1 Data Collection and Statistical Methods: Students will formulate statistical investigative questions, collect data, and organize data.

7.D.1.a Create an investigative question and collect data.

7.D.1.b Generate conclusions about a population based on a random sample.

7.D.1.c Identify and critique biases in various data representations.

7.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.

No additional indicator(s) at this level.

7.D.3 Probability: Students will interpret and apply concepts of probability.

7.D.3.a Find theoretical and experimental probabilities for compound independent and dependent events.

7.D.3.b Identify complementary events and calculate their probabilities.

Grade 8 Standards






Grade 8 Content Focus

During Grade 8, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Using linear equations to represent, analyze, and solve a variety of problems.
- Developing an understanding of irrational numbers and integer exponents.
- Analyzing two-dimensional figures and solving problems using understanding of distance, angle, similarity, and congruence.
- Understanding and applying the Pythagorean Theorem.
- Determining and describing rate of change and y-intercept for given situations.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

| | | | | |
|---|--|--|---|--|
| <p>Make sense of problems and persevere in solving them.</p>  | <p>Reason quantitatively and abstractly and consider the reasoning of others.</p>  | <p>Create and use representations to organize, record, and communicate mathematical ideas.</p>  | <p>Analyze mathematical relationships to connect mathematical ideas.</p>  | <p>Explain and justify mathematical ideas using precise mathematical language in written or oral communication.</p>  |
| <p>PROBLEM SOLVING</p> | <p>REASONING</p> | <p>REPRESENTATIONS</p> | <p>CONNECTIONS</p> | <p>COMMUNICATION</p> |

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

8.N.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among real numbers within the base-ten number system.

8.N.1.a Determine subsets of numbers as natural, whole, integer, rational, irrational, or real based on the definitions of these sets of numbers.

8.N.1.b Represent numbers with positive and negative exponents and in scientific notation.

8.N.1.c Describe the difference between a rational and irrational number.

8.N.1.d Approximate, compare, and order real numbers, both rational and irrational, and locate them on the number line.

8.N.2 Operations: Students will compute with exponents and roots.

8.N.2.a Evaluate the square roots of perfect squares less than or equal to 400 and cube roots of perfect cubes less than or equal to 125.

8.N.2.b Simplify numerical expressions involving integer exponents, square roots, and cube roots (e.g., 4^{-2} is the same as $1/16$).

8.N.2.c Evaluate numerical expressions involving absolute value.

8.N.2.d Multiply and divide numbers using scientific notation.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

8.A.1 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations.

8.A.1.a Describe single variable equations as having one solution, no solution, or infinitely many solutions.

8.A.1.b Solve multi-step equations involving rational numbers with the same variable appearing on both sides of the equation.

8.A.1.c Solve equations of the form $x^2 = k$ ($k \leq 400$) and $x^3 = k$ ($k \leq 125$), where k is a positive rational number, using square root and cube root symbols.

8.A.2 Applications: Students will solve authentic problems involving multi-step equations.

8.A.2.a Write multi-step single variable equations from words, tables, and authentic situations.

8.A.2.b Determine and describe the rate of change for given situations through the use of tables and graphs.

8.A.2.c Graph proportional relationships and interpret the rate of change.

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

8.G.1 Attributes: Students will apply properties of angle relationships in triangles and with lines to determine angle measures.

8.G.1.a Determine and use the relationships of the interior angles of a triangle to solve for missing measures.

8.G.1.b Identify and apply geometric properties of parallel lines cut by a transversal and the resulting corresponding same side interior, alternate interior, and alternate exterior angles to find missing measures.

8.G.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

8.G.2.a Perform and describe positions and orientations of shapes under single transformations including rotations in multiples of 90 degrees about the origin, translations, reflections, and dilations on and off the coordinate plane.

8.G.2.b Determine if two-dimensional figures are congruent or similar.

8.G.2.c Perform and describe positions and orientations of shapes under a sequence of transformations on and off the coordinate plane.

8.G.3 Measurement: Students will reason with formulas and context to determine and compare length, area, and volume.

8.G.3.a Explain a model of the Pythagorean Theorem.

8.G.3.b Apply the Pythagorean Theorem to find side lengths of triangles and to solve authentic problems.

8.G.3.c Find the distance between any two points on the coordinate plane using the Pythagorean Theorem.

8.G.3.d Determine the volume of cones, cylinders, and spheres and solve authentic problems using volumes.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

8.D.1 Data Collection and Statistical Methods: Students will formulate statistical investigative questions, collect data, and organize data.

No additional indicator(s) at this level.

8.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.

8.D.2.a Represent and interpret bivariate data (e.g., ordered pairs) using scatter plots.

8.D.2.b Describe patterns such as positive or negative association, linear or nonlinear association, clustering, and outliers when bivariate data is represented on a coordinate plane.

8.D.2.c Draw an informal line of best fit based on the closeness of the data points to the line.

8.D.2.d Use a linear model to make predictions and interpret the rate of change and y-intercept in context.

8.D.3 Probability: Students will interpret and apply concepts of probability.

No additional indicator(s) at this level.

High School Standards

High School Content Focus

During high school, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the content standards. The content standards are designed to be accessible to each and every high school student prior to graduation whereas the Advanced Topics reflect the mathematical content leading to certain career interests. Schools have the flexibility to organize the standards into integrated or strand-focused courses.

NUMBER: Instruction in Number should focus on these critical areas:

- Working in authentic contexts, solutions involve quantities, numbers with units.
- Using units, approximations, and estimations to check the reasonableness of their work.
- Understanding how forms of approximation can accumulate errors when problem solving.
- Understanding the four operations on real numbers applies to complex numbers.

ALGEBRA: Instruction in Algebra should focus on these critical areas:

- Solving many authentic problems to best understand patterns, expressions, relations, and functions.
- Using algebraic symbols and mathematical models to represent and demonstrate an understanding of quantitative relationships.
- Analyzing change as it arises in various contexts such as physical and social as supported by algebraic reasoning and the concept of function.
- Interpreting the functions in multiple representations, using their points of interest, and connecting across multiple representations to understand their mathematical equivalence instead of rote steps or procedures.

GEOMETRY: Instruction in Geometry should focus on these critical areas:






- Using mathematics to define the spatial attributes of the world around us.
- Exploring transformations (translations, reflections, rotations, and dilations) to build a foundation to understand congruence, similarity, and symmetry.
- Formalizing geometric concepts using planar geometry, parallelism, congruence, similarity, and symmetry.
- Connecting algebra and geometry via coordinate geometry, planar transformations, and trigonometry.
- Developing skills of argumentation and proof by proving congruence, similarity, symmetry, and other concepts of plane geometry.

DATA: Instruction in Data should focus on these critical areas:

- Using numbers in context (data) with the mathematical processes can result in better predictions and informed decisions.
- Using tools to apply statistical methods to describe patterns and trends.
- Understanding randomness, variability, and causality through data collection, data analysis, and interpretation of results.
- Describing data using probability and sampling distributions to judge whether a result is unsurprising or rare.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

| | | | | |
|---|--|---|---|--|
| <p>Make sense of problems and persevere in solving them.</p>  | <p>Reason quantitatively and abstractly and consider the reasoning of others.</p>  | <p>Create and use representations to organize, record, and communicate mathematical ideas.</p>  | <p>Analyze mathematical relationships to connect mathematical ideas.</p>  | <p>Explain and justify mathematical ideas using precise mathematical language in written or oral communication.</p>  |
| PROBLEM SOLVING | REASONING | REPRESENTATIONS | CONNECTIONS | COMMUNICATION |

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

HS.N.1 Estimation and Technology: Students will use estimation strategies and technology to reason, to solve problems, and to make connections within mathematics and across disciplines.

HS.N.1.a Select, apply, and explain the method of computation when problem solving using real numbers (e.g., models, mental computation, paper-pencil, technology).

HS.N.1.b Determine if the context of a problem calls for an approximation or an exact value.

HS.N.1.c Determine the rounding convention to be used based on the context of a problem.

HS.N.1.d Estimate a value using the concept of betweenness by bounding above and below (e.g., since $\log(10) = 1$ and $\log(1,000) = 3$ we know $\log(500)$ is between 1 and 3).

HS.N.1.e Determine the tolerance interval and percent of error in measurement.

HS.N.1.f Convert equivalent rates (e.g., miles per hour to feet per second).

HS.N.1.g Determine whether extremely large or extremely small quantities can be reasonably represented by a calculator or graphing utility.

HS.N.1.h Use scientific notation to appropriately represent large and small quantities.

HS.N.2 Sets and Operations: Students will use number sets and operations to reason and to solve problems.

HS.N.2.a Extend the properties of exponents to rational numbers.

HS.N.2.b Use properties of rational and irrational numbers.

HS.N.2.c Demonstrate, represent, and show relationships among the subsets of real numbers and the complex number system.

HS.N.2.d Compute with subsets of the complex number system including imaginary, rational, irrational, integers, whole, and natural numbers.

HS.N.3 Interpretation and Sense Making: Students will reason abstractly and quantitatively using units to solve problems and interpret results in context.

HS.N.3.a Understand roundoff error and why roundoff error accumulates when rounding occurs prior to the last step in a computation.

HS.N.3.b Use estimation methods to check the reasonableness of real number computations and decide if the problem calls for an approximation (including appropriate rounding) or an exact number.

HS.N.3.c Use units to assess the validity of an answer in the context of a problem.

HS.N.3.d Communicate the meaning of an answer in the context of a problem.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

HS.A.1 Algebraic Relationships: Students will demonstrate and represent relationships with functions.

HS.A.1.a Demonstrate that functions are a well mapped subdomain of relations.

HS.A.1.b Analyze a relation to determine if it is a function given mapping diagrams, function notation (e.g., $f(x)=x^2$), a table, or a graph.

HS.A.1.c Classify a function given its mapping diagram, function notation, table, or graph as a linear, quadratic, absolute value, exponential, or other function.

HS.A.1.d Analyze a function's domain and range to determine if it is one-to-one and has an inverse function both algebraically and graphically.

HS.A.1.e Define, interpret, and analyze linear, quadratic, absolute value, and exponential functions using the points of interest of the functions and graphing technology.

HS.A.1.f Identify, analyze, and apply transformations of existing functions (including translation and dilation).

HS.A.1.g Interpret logarithmic equations as exponential equations.

HS.A.1.h Describe arithmetic sequences using tables of values and functions in explicit and recursive forms.

HS.A.1.i Describe geometric sequences using tables of values and functions in explicit and recursive forms.

HS.A.2 Algebraic Processes: Students will apply the operational properties when evaluating rational expressions and solving linear and quadratic equations, and inequalities.

HS.A.2.a Analyze and explain the properties used in solving equations, inequalities, systems of linear equations, systems of linear inequalities, and literal equations.

HS.A.2.b Generate expressions in equivalent forms by using algebraic properties to make different characteristics or features visible.

HS.A.2.c Analyze equations and inequalities to determine and apply efficient methods to solve and use appropriate technology as needed.

HS.A.2.d Calculate the slope (rate of change) of a line given coordinate points, a graph, or a table of values.

HS.A.2.e Write and graph equations of functions (linear, absolute value, quadratic, and exponential) using the points of interest of the function.

HS.A.2.f Given a line, write the equation of a line that is parallel or perpendicular to it.

HS.A.2.g Perform and explain operations such as addition, subtraction, multiplication, division, and factoring on polynomials.

HS.A.2.h Explain the connection between the factors of a polynomial and the zeros of a polynomial.

HS.A.2.i Combine functions by composition and perform operations on functions.

HS.A.3 Applications: Students will solve authentic problems using nonlinear functions.

HS.A.3.a Analyze and model authentic situations using various representations and appropriate technology.

HS.A.3.b Identify, interpret, relate, and graph the factors, x-intercepts, roots, and zeros of polynomial functions using algebraic and graphing methods.

HS.A.3.c Identify and predict appropriate solutions to equations given context and domain/range (e.g., extraneous solutions, imaginary solutions, no solution, infinitely many solutions).

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

TOOLS: Students will sketch, draw, and construct appropriate representations using a variety of tools and methods which may include ruler/straight edge, protractor, compass, reflective devices, paper folding, or dynamic geometric software.

HS.G.1 Attributes: Students will identify and describe geometric attributes, apply properties and theorems, and create two-dimensional shapes.

HS.G.1.a Demonstrate that two figures are similar or congruent by using a sequence of rigid motions and dilations that map a figure onto the other in problems both with and without coordinates.

HS.G.1.b Describe symmetries of a figure in terms of rigid motions that map a figure onto itself and make inferences about symmetric figures (e.g., unknown side lengths or angle measures) in problems both with and without coordinates.

HS.G.1.c Explain how the criteria for triangle congruence and similarity (ASA, SAS, and AAS SSS congruence; AA similarity criterion) follow from the definition of congruence and similarity in terms of corresponding parts.

HS.G.1.d Identify and apply right triangle relationships including converse of the Pythagorean Theorem.

HS.G.1.e Apply side and angle relationships of special right triangles (30-60-90 and 45-45-90) to solve geometric problems.

HS.G.1.f Identify and apply right triangle relationships including sine, cosine, and tangent.

HS.G.1.g Apply interior and exterior angle formulas for n-gons and apply to authentic situations.

HS.G.1.h Compare/contrast the properties of quadrilaterals: parallelograms, rectangles, rhombi, squares, kites, trapezoids, and isosceles trapezoids.

HS.G.1.i Use slope and the distance formula to determine the type of quadrilateral.

HS.G.1.j Identify, describe, apply, and reason through properties of central angles, inscribed angles, angles formed by intersecting chords, secants, and/or tangents to find the measures of angles related to the circle, arc lengths, and areas of sectors.

HS.G.2 Attributes: Students will identify and describe geometric attributes, apply properties and theorems and create three-dimensional shapes.

HS.G.2.a Convert between various units of volume (e.g., cubic feet to cubic yards).

HS.G.2.b Apply the effect of a scale factor to determine the volume of similar three-dimensional shapes and solids.

HS.G.2.c Determine surface area and volume of pyramids, as well as solids that are composites of pyramids, prisms, spheres, cylinders, and cones, using formulas and appropriate units.

HS.G.3 Coordinate Geometry and Transformations: Students will demonstrate and represent location, orientation, and relationships on the coordinate plane.

HS.G.3.a Derive the midpoint formula using the concept of average and apply the midpoint formula to find coordinates.

HS.G.3.b Find the images and preimages of transformations of a point, shape, or a relation on the coordinate plane. Transformations include the following and their compositions: reflections across horizontal and vertical lines and the lines $y=x$ and $y=-x$, rotations about the origin of 90 degrees, dilations about the origin by any positive scale factor, and any translation.

HS.G.3.c Find the equation of a circle given the radius and the center.

HS.G.4 Logic and Proof: Students will use geometric definitions and theorems to reason abstractly and quantitatively.

HS.G.4.a Know and use definitions to make deductions in mathematical argumentation (e.g., syllogism, detachment).

HS.G.4.b Evaluate the validity of conditional statements, including biconditional statements (e.g., conditional, converse, contrapositive, inverse).

HS.G.4.c Evaluate the validity of an argument communicated in different ways (e.g., a flow format, two-column, paragraph format).

HS.G.4.d Use coordinate geometry to prove triangles are right, acute, obtuse, isosceles, equilateral, or scalene.

HS.G.4.e Prove and apply geometric properties and theorems regarding triangles, congruence, and similarity using deductive reasoning.

HS.G.4.f Prove and apply geometric theorems about quadrilaterals using deductive reasoning.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

HS.D.1 Data Collection and Statistical Methods: Students will formulate statistical investigative questions, collect data, and organize data.

HS.D.1.a Formulate multi-variable statistical investigative questions and determine how data can be collected and analyzed to provide an answer.

HS.D.1.b Apply an appropriate data collection plan when collecting primary data for the statistical investigative question of interest.

HS.D.1.c Use appropriate technology, including spreadsheet-based logic, to organize data for analysis.

HS.D.1.d Distinguish between surveys, observational studies, and experiments.

HS.D.1.e Understand what constitutes good practice in designing a sample survey, an experiment, and an observational study.

HS.D.1.f Understand issues of bias and confounding variables in a study and their implications for interpretation.

HS.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.

HS.D.2.a Identify appropriate ways to summarize and then represent the distribution of univariate data and bivariate data through the construction of histograms, dot plots, stem plots, box plots, cumulative relative frequency graphs, time plots, circle graphs, stacked bar graphs, and mosaic bar graphs by hand or with technology.

HS.D.2.b Describe the shape, identify any outliers, and determine the spread of a data set.

HS.D.2.c Select and determine the appropriate measure of center based on the shape of a distribution and/or the presence of outliers.

HS.D.2.d Recognize when a data set can be reasonably said to be normally distributed and draw conclusions about the data from the associated normal distribution.

HS.D.2.e Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data and recognize possible associations and trends in the data.

HS.D.2.f Represent data on two quantitative variables on a scatter plot and describe how the variables are related.

HS.D.2.g Use technology to develop regression models for linear and non-linear data to predict unobserved outcomes. Interpret slope and y-intercept in the context of the problem.

HS.D.2.h Measure the strength of association using correlation coefficients for regression curves and interpret their meanings for the model.

HS.D.2.i Use residuals and residual plots to judge the quality of a regression model.

HS.D.2.j Recognize and explain when arguments based on data confuse correlation with causation.

HS.D.2.k Understand what constitutes statistical significance. Interpret statistical significance in the context of a situation and answer investigative questions appropriately.

HS.D.2.l Use probability as a tool for assessing risk and for informed decision making by interpreting P-values.

HS.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.

HS.D.3.a Describe events as subsets of a sample space using characteristics of the outcomes or as unions, intersections, or complements of other events.

HS.D.3.b Explain independent versus dependent probability of an event.

HS.D.3.c Determine when order in counting matters and use permutations and combinations to compute probabilities of events accordingly.






HS.D.3.d Determine whether or not events are mutually exclusive (disjoint) and calculate their probabilities in either case.

HS.D.3.e Recognize and explain the concepts of conditional probability in everyday language and everyday situations.

High School Advanced Topics Standards

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

| | | | | |
|---|--|--|---|--|
| <p>Make sense of problems and persevere in solving them.</p>  | <p>Reason quantitatively and abstractly and consider the reasoning of others.</p>  | <p>Create and use representations to organize, record, and communicate mathematical ideas.</p>  | <p>Analyze mathematical relationships to connect mathematical ideas.</p>  | <p>Explain and justify mathematical ideas using precise mathematical language in written or oral communication.</p>  |
| PROBLEM SOLVING | REASONING | REPRESENTATIONS | CONNECTIONS | COMMUNICATION |

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

AT.N.1 Estimation and Technology: Students will use estimation strategies and technology to reason, to solve problems, and to make connections within mathematics and across disciplines.

AT.N.1.a Use domain and range restrictions to apply an appropriate viewing window while using graphing technology.

AT.N.1.b Compare and contrast radians and degrees as measures of angles and the reason graphing utilities tend to use radians as the default setting.

AT.N.2 Sets and Operations: Students will compare and contrast subsets and perform operations with subsets of the complex number system to reason and to solve problems.

AT.N.2.a Perform arithmetic operations with complex numbers.

AT.N.2.b Represent complex numbers and their operations in the complex plane.

AT.N.2.c Use complex numbers in polynomial identities and equations.

AT.N.2.d Represent quantities using bases other than decimal such as binary (base 2) or hexadecimal (base 16) and convert numbers to and from base 10.

AT.N.2.e Explain modular arithmetic and its role in computer programming.

AT.N.2.f Represent and model vector quantities.

AT.N.2.g Perform operations on vectors.

AT.N.2.h Perform operations on matrices and use matrices in applications.

AT.N.3 Interpretation and Sense Making: Students will reason abstractly and quantitatively using units to solve problems and interpret results in context.

AT.N.3.a Use vectors to communicate the geometric relationships between complex numbers in the complex plane.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

AT.A.1 Algebraic Relationships: Students will demonstrate and represent relationships with functions.

AT.A.1.a Analyze and graph nonlinear functions (trigonometric, rational, higher-order polynomials, logarithmic, and piecewise) and relations (conic sections) using their points of interest and graphing technology.

AT.A.1.b Use the unit circle to define the trigonometric functions on multiples of known angles (positive and negative multiples of 30 and 45 degrees or $\pi/6$ and $\pi/4$).

AT.A.1.c Given a function, list the sequence of algebraic transformations that changes a parent function to the given function.

AT.A.1.d Define the radian unit of measure and its relationship with degrees.

AT.A.2 Algebraic Processes: Students will apply the operational properties when evaluating nonlinear expressions and solving nonlinear equations and inequalities.

AT.A.2.a Explain symmetry of functions and determine whether a function is odd, even, or neither.

AT.A.2.b Represent, interpret, and analyze inverses of functions algebraically and graphically using domain restrictions when necessary.

AT.A.2.c Write equations of nonlinear functions (trigonometric, rational, higher-order polynomials, logarithmic and piecewise) using points of interest of the function.

AT.A.2.d Convert between radian and degree measures of an angle.

AT.A.2.e Use limits to describe the behavior of a function near its asymptotes and removable discontinuities.

AT.A.3 Applications: Students will solve authentic problems using nonlinear functions and relations.

AT.A.3.a Analyze and model authentic situations using various non-linear representations and relations with appropriate technology.

AT.A.3.b Analyze and model authentic application situations using various non-linear representations and relations with appropriate technology.

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

TOOLS: Students will sketch, draw, and construct appropriate representations using a variety of tools and methods which may include ruler/straight edge, protractor, compass, reflective devices, paper folding, or dynamic geometric software.

AT.G.1 Attributes: Students will identify and describe geometric attributes, apply properties and theorems, and create two-dimensional shapes.

AT.G.1.a Apply the Law of Sines and the Law of Cosines to find unknown measures in triangles.

AT.G.2 Attributes: Students will identify and describe geometric attributes, apply properties and theorems, and create three-dimensional shapes.

AT.G.2.a Determine the three-dimensional object created by rotating or revolving a two-dimensional object about an axis.

AT.G.2.b Determine the shape of a two-dimensional cross-section of a three-dimensional object.

AT.G.2.c Use Cavalieri's Principle to determine volume of three-dimensional figures.

AT.G.3 Coordinate Geometry and Transformations: Students will demonstrate and represent location, orientation, and relationships on the coordinate plane.

AT.G.3.a Identify symmetry properties of a function (e.g., axis of symmetry of a parabola) and know the connection between its symmetry properties and specific transformations.

AT.G.3.b Recognize that translations can be described in terms of vectors.

AT.G.3.c Find the images and preimages of transformations of a point, shape, or relation on the coordinate plane, where transformations include the following compositions: reflections about lines of any rational slope passing through the origin, dilations about the origin by any positive scale factor, and translations.

AT.G.3.d Explain the focus-directrix construction of a parabola and derive the equation of a parabola from focus and directrix for a parabola whose axis of symmetry is a coordinate axis.

AT.G.4 Logic and Proof: Students will use geometric definitions and theorems to reason abstractly and quantitatively.

AT.G.4.a Use known definitions and results in informal argumentation to construct logical arguments.

AT.G.4.b Distinguish between empirical reasoning, examples, and deductive reasoning, as well as informal and formal reasoning.

AT.G.4.c Evaluate the deductive consequences of alternative definitions of known objects (e.g., whether a trapezoid is defined as a quadrilateral with exactly one pair of parallel sides or defined as at least one pair of parallel sides).

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

AT.D.1 Data Collection and Statistical Methods: Students will formulate statistical investigative questions, collect data, and organize data.

AT.D.1.a Explain what constitutes good practice in designing a sample survey, an experiment, and an observational study.

AT.D.1.b Explain the use of randomization to reduce the influence of confounding or lurking variables.

AT.D.1.c Explain issues of bias and confounding variables in a study and their implications for interpretation.

AT.D.1.d Demonstrate knowledge of the role sampling distributions play in the estimation of an unknown population parameter through the use of appropriate sampling techniques.

AT.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.

AT.D.2.a Determine when a data set can be reasonably said to be normally distributed and draw conclusions about the data from the associated normal distribution.

AT.D.2.b Use technology to develop regression models for linear and non-linear data to predict unobserved

outcomes. Apply algebraic transformations to non-linear data to generate a linearized data set and employ linear regression techniques to analyze the non-linear data set.

AT.D.3 Probability: Students will interpret and apply concepts of probability.

AT.D.3.a Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. Interpret the expected value as the mean of a probability distribution.

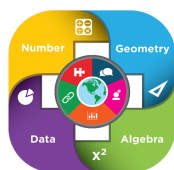
AT.D.3.b Communicate what constitutes statistical significance. Interpret statistical significance in the context of a situation and answer investigative questions appropriately.

AT.D.3.c Use data to compare two groups, describe sample variability, and decide if differences between parameters are significant based on the statistics.

AT.D.3.d Use probability as a tool for assessing risk and for informed decision making by computing and interpreting P-values.

AT.D.3.e Use confidence intervals to estimate an unknown population parameter.

Nebraska's College and Career Ready Standards for Mathematics Revision Process Overview



Nebraska Revised Statute [79-760.01](#) requires the State Board of Education to “develop a plan to review and update standards for reading, writing, mathematics, science, and social studies” every seven years. Content area standards that are measurable, appropriately rigorous, and scaffolded become the framework for locally determined curricula. Guided by local and national resources, including an [evaluation of state standards](#) by the Fordham Institute (2018), a group of Nebraska educators is working to revise the 2015 Mathematics standards, [Nebraska's College- and Career-Ready Standards for Mathematics](#).”

September 2021. The standards revision process began in the Fall of 2021 with Public Input Survey #1. The survey was disseminated through the Nebraska Department of Education (NDE) website and directly to groups including the Nebraska Mathematics Cadre, the Nebraska MTSS network, District Assessment Contacts, and District Curriculum Contacts. The survey was also sent to state and national mathematics experts identified by the NDE's Mathematics staff. State mathematics experts are individuals with specialized training in mathematics and who work closely and extensively with Nebraska educators. Likewise, the identified national mathematics experts have previously collaborated with both the NDE and Nebraska educators as well as conducted and published mathematics research.

October 2021. Public Input Survey #1 sought feedback on the 2015 Mathematics standards including the content, or the knowledge and skills students are expected to learn, and the rigor, or cognitive complexity, of the standards. The questions were organized into four grade bands—K-2, 3-5, 6-8, and 9-12, respectively, and responses were made either individually or in groups (i.e. ESU staff developers, a school mathematics department, etc.). The survey was open between October 22, 2021 and November 16, 2021 and received a total of 292 responses. The majority of respondents identified as educators (e.g. Pre-K-12 educators, school or district administrators, postsecondary education representatives) followed by parents and business/industry representatives. Educators and other stakeholders were also invited to provide input to nde.mathstandardsinput@nebraska.gov.

Next, the NDE began recruiting educators for revision teams. Invitations to apply were sent to Educational Service Units (ESUs), post-secondary institutions, the Nebraska Association of Teachers of Mathematics (NATM), and the Nebraska Mathematics Cadre (a statewide collaboration between the NDE and ESU math professionals) along with a request to share with educators. The NDE received 134 applications and used a rubric to assess applicants' qualifications. The rubric utilized a 4-point scale

that evaluated educators' experiences with teaching, curriculum development, standards writing, and working with diverse groups of learners, i.e. special education and EL students. In addition, the NDE math staff determined applicants' geographic locations, i.e. rural, urban, and suburban districts in various regions of the state, to ensure writing team members represented Nebraska's diverse student population

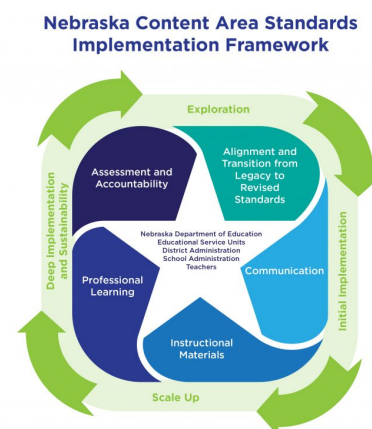
November 2021. Selection notifications were sent to applicants in early November. Revision team members will receive a stipend upon completion of the work in the amount of \$600.00. Applicants who had indicated their willingness to lead groups were then identified as team facilitators according to their grade-level experience. The role of the team facilitators is to organize meeting times and locations, provide an agenda to writing team members, track and maintain attendance, and communicate progress with other writing team members and the NDE staff. Team facilitators will receive a stipend of \$750.00. Writing team members and team facilitators also signed an assurance document confirming their status as individual contractors.

Writing team members participated in an initial, virtual meeting on November 20th, 2021 in which they received an orientation to the revision process, previewed and discussed survey data, and began coordinating future meetings.

December. Throughout December, team facilitators with their revision team members as part of the planning and preparation phase. Members of the revision also began a book study, [Invigorating High School Math: Practical Guidance for Long-Overdue Transformation](#) by Steven Leinwand. In December, two stakeholder engagement sessions (K-5 and 6-12) were held with mathematics leaders from districts and ESUs. Meetings with the NDE staff (Cory Epler, Marissa Payzant, Deb Romanek, and Jane Strawhecker) are ongoing and occur weekly. This time is used to discuss considerations of the revision team, coordinate revision activities, and develop agenda items for future meetings.

December 13th marked the first meeting with subject matter experts from the Nebraska University system. This meeting allowed university subject matter experts to provide input relative to this guiding question: *What do students need to know and be able to do in order to be successful in postsecondary mathematics coursework without the need for remediation?*

January. The January weekly check-in meetings were also used to begin discussing possible standards rollout resources. The NDE would like to, as staff did for the revised English Language Arts standards, develop professional learning modules to support educators in the *Exploration* stage of implementation (see right). The modules would orient educators to the major revisions to structure and content, the instructional shifts, and considerations for initial implementation (SY 2022-23). A steering team, consisting of the NDE staff, ESU staff, and representation from Nebraska's MTSS, would design the professional learning series.



Throughout January, the revision teams continued to meet virtually. In addition, a meeting with subject matter experts from Nebraska's State Colleges took place on January 25th. This conversation allowed state college subject matter experts to provide input on this guiding question: *What do students need to know and be able to do in order to be successful in postsecondary mathematics coursework without the need for remediation?* Table 1 includes key considerations for the revision as of January 2022.

February. The mathematics revision team convened for in-person work on Monday, February 21st. Group members worked in their grade band teams to continue developing the standards draft, as well as across grades to begin aligning the standards and indicators. Teams spent the morning recording information to be communicated with above- and below-grade-level teams pertaining to deleted or relocated standards and any additions of new standards and/or indicators. They also wrote questions for the other grade levels as discussion topics for the afternoon. The NDE staff provided team members a transition chart that indicated essential questions posed to later or earlier grade bands. For example: *Which proposed Kindergarten revisions have important implications for Pre-K?* The latter portion of the day was spent in purposeful discussion and making appropriate adjustments. A closing activity consisted of a whole-group reflection and guidance from the NDE staff regarding next steps for development of the first standards draft. Throughout the day, the teams used a wide variety of math research and resources, including ongoing feedback from public input surveys, post-secondary advisors, and subject matter experts.

The internal team, which consists of NDE staff, continued meeting weekly during the spring months to discuss progress of the revision and organize upcoming events.

March/April 2022. The writing teams met for an in-person collaboration on Monday, March 28th in Kearney during the Nebraska Association of Teachers of Mathematics' (NATM) annual conference. They worked to prepare an initial draft of the revised standards as well as had the opportunity to attend professional learning sessions. The writing teams continued to meet during March and April, working within and across grade bands and content areas to develop the draft.

An embargoed Draft 1 standards document was provided to Planning and Evaluation Committee members on **Apr 11, 2022**. The committee had a two-week period of time to review the draft. On April 27, 2022 NDE staff made the document available to ESU staff developers, district math leads, and superintendents across the state.

At the end of April, NDE staff recruited members of the revision teams to be part of the editing team that will work through the summer months to review data and recommendations from public input. *Editing team members are indicated with an * starting on pg. 8 of this document. In addition to these individuals, two post-secondary advisors, Allan Donsing and Yvonne Lai, were identified for participation on the editing team.*

May 2022. [Draft 1](#) of Nebraska's Revised Standards for Mathematics was released publicly on Monday, May 9, 2022 along with a statewide press release and public input survey. The survey link was made

available via NDE's main and Mathematics websites, as well as shared directly with various stakeholder groups. The public input survey closed on May 27, 2022 with 232 total responses.

NDE staff worked throughout the month to elicit further recommendations on the initial draft. The document and survey link were shared with approximately 300 Nebraska business and industry leaders on May 11, 2022. Employer engagement informs the revision team of the essential knowledge and skills employers seek from high school graduates entering the workforce. On May 12, two meetings were held to gather feedback from postsecondary faculty. The meetings included NDE staff and representatives from the NU and state college systems. NDE staff also sought input from a handful of national experts by sharing the draft standards and survey link during the week of May 16, 2022.

June 2022. The editing team met June 2nd and 3rd to review feedback data and make additional adjustments to the draft. In addition, a smaller group of educators met on June 9th and 10th to begin drafting supporting information and materials such as the instructional considerations and glossary definitions. The instructional considerations are brief guidance statements related to instruction of some of the standards and/or indicators, as needed for clarification purposes. The team also reviewed the mathematical processes (pgs. 6/7) and provided updated information and language. Both teams, editing and "enhancements," were members of the larger revision group and received an additional stipend for their work. On June 6th, the University of Nebraska-Lincoln's Math and Science Summit convened. Draft 1 of the standards was shared with postsecondary faculty in attendance, and were also given the opportunity to provide feedback.

July 2022. Throughout the month of July, NDE staff members collaborated to prepare the second draft. This included establishing the numbering system, finalizing the logo, creating icons (pg. 8) to accompany each of the mathematical processes, and other details related to the overall format. In addition, two members of the 2015 revision team were contracted to do final editing of the draft. This work was completed at the end of July.

August 2022. The editing teams continued to make minor revisions in language and formatting based on continued feedback from stakeholders, i.e. K.G.3.a was adjusted from "Identify the name and value of a penny, dime, nickel, and quarter" to "Identify the name and value of pennies, nickels, and dimes. The removal of *quarter* and *dollar* better reflects that Kindergarten standards and indicators include quantities only up to 10.

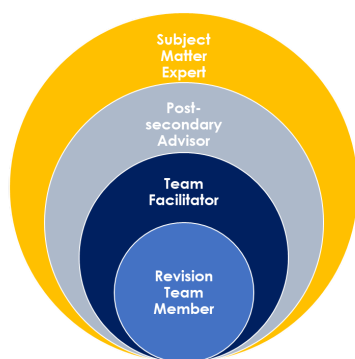
Validation and sign-off from postsecondary education was procured (see attachments). In addition, the crosswalk from the 2015 to the 2022 standards was completed, as well as the *Key Instructional Shifts for Mathematics* resource, which outlines the shifts in instruction necessary to provide quality, standards-aligned learning experiences for students. Throughout the summer months, the NDE team continued a collaboration with Rivet Education and a steering committee of ESU staff developers to create rollout resources. These resources consist of 4 modules that will allow ESU staff developers to facilitate learning around the revised standards and instructional shifts. The anticipated approval date for the revised College and Career Ready Standards for Mathematics is September 2nd, 2022.

September 2022. Pending approval of the revised standards, the standards document and

accompanying resources will be shared with district contacts and a press release will be sent by the NDE's Communications team. The NDE staff will continue developing resources to accompany the revised standards, such as an updated glossary and a "bridge document" that demonstrates how the revised standards complement the quality criteria established by EdReports to identify high-quality instructional materials.

Throughout September and into the Fall, ESU staff developers will facilitate sessions with educators using the rollout resources (see above). The NDE will gather and use feedback to make improvements or adjustments to the resources, as needed. The NDE staff will also work closely with ESU staff to support their professional learning needs.

Roles and responsibilities. NDE's Office of Teaching, Learning, and Assessment, which oversees the development of content standards, uses principles of the [RAPID Model](#) for its revision process. This model emphasizes the importance of establishing clear roles for those involved in decision-making within an organization.



This graphic illustrates the various roles of educators involved in the revision of content area standards. *Revision team members* (see pg. 6) are directly responsible for carefully reviewing the current standards while considering recommendations from various stakeholders. This team adds, removes, or revises standards and indicators based on their grade appropriateness, measurability, specificity, and scaffolding. These decisions determine the content of the final, approved

document. *Team facilitators* coordinate the revision team meetings and establish channels of communication between the NDE and other team facilitators. *Post-secondary advisors* are university faculty who oversee mathematics education programs, and/or prepare pre-service teachers in one of Nebraska's 16 Educator Preparation Programs. The advisors provide feedback and expertise via multiple channels including surveys and collaboration with the NDE staff and revision team members. Their feedback is critical to the development of standards, as they help determine the extent to which the standards support college and career readiness for Nebraska's students. These individuals also share important updates to other faculty and pre-service teachers. *Subject matter experts* are engaged flexibly throughout the process. Subject matter experts provide feedback on key considerations for revision (see Table 1), review standards drafts, share content-specific research and resources, and communicate with other stakeholders during the process of revision.

Key Considerations. Writing team members engaged in activities and conversations designed to build their mathematics knowledge and develop a shared vision for mathematics education for Nebraska's K-12 students. Table 1 outlines the key revisions that have emerged from collaborations amongst the educators involved in the process.

Table 1

**Nebraska's College and Career Ready Standards for Mathematics
Key Considerations (Presented in March 2022)**

| Revision | Rationale |
|---|---|
| Identification of "big" mathematical ideas to consider reducing number of standards | <p>Teachers indicated there was insufficient time to develop students' understanding of math concepts. Fewer, but more focused, standards will allow teachers and students time to develop conceptual understanding of key math ideas. The refined distribution of concepts will also allow students to understand the "why" of a math concept and how to apply it in real-world contexts.</p> <p>For example, current K-2 standards acknowledge the importance of building number sense. To identify the "big ideas" and foundational framework, the team proposed adding <i>Numeric Reasoning: Counting and Cardinality</i> along with <i>Numeric Reasoning: Base 10</i>, in order to refine the distribution of number sense concepts.</p> |
| Grade 6-8 focus on ratios and proportional reasoning and arithmetic of rational numbers to build a strong foundation prior to high school | <p>A shift in focus to these foundational concepts in the middle grades will better prepare students to be successful in high school Algebra courses.</p> <p>For example, to encourage more instructional time to build foundational understanding for high school algebra at the middle grades, a shift toward emphasis of numerical operations, including ratios, has been added to the standards.</p> |
| Closely examine standards found in high school math to identify skills that may not be relevant to future learning | Public input survey data and feedback from revision teams and subject matter experts indicated the Advanced Algebra 2 course may not be beneficial to students. The first semester is typically a repeat of the full year Algebra 1 and the second semester contains topics that, with technology, may be outdated. |
| Strengthen the data strand across the standards K-12 | A frequent theme of survey data and conversation was the need to develop standards related to understanding data and basic statistics. The revision will support the collection, display, and accurate interpretation of data. |
| Strengthen the process standards throughout the document | In past input from Nebraska business and industry leaders, the process standards reflected skills that were more important for their employees to have than the content of mathematics. The current format did not provide the emphasis that was desired. |

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| | <p>The proposed revisions reflect input from various stakeholder groups and include the addition of <i>Reasoning</i>. The number of processes at 4-5 increases the likelihood of implementation by classroom teachers. In addition, to make the process standards more transparent, icons were created to represent each one.</p> |
|--|---|

Draft #1 – Key Features & Talking Points (Presented in May 2022)

These standards outline grade-level expectations for mathematics and provide a framework upon which Nebraska districts develop, establish, and implement their locally determined curriculum. The standards are also the foundation for the selection and implementation of instructional materials, resources, and interim, formative, and summative assessments.

The structure of the standards:

- Includes grade-level standards for grades K-8; grade-banded standards for high school.
- Is organized by four (4) content strands: NUMBER SENSE, ALGEBRA, GEOMETRY and DATA, with the addition of Ratios and Proportions in the 6-8 grade band
- Identifies “mathematical processes” that are necessary for success in mathematics at each grade level: PROBLEM SOLVING, REPRESENTATIONS, COMMUNICATION, REASONING, and CONNECTIONS.

The content of the Mathematics Standards:

- Centers deep learning of mathematics concepts while actively building new knowledge across K-12.
- Reflects the processes needed for students develop mathematical habits of mind and become mathematically proficient.
 - Strengthens the mathematics processes within the standards based on previous input from educators, employers, and post-secondary educators.
- Aligns with current research and evidence-based practices for improving teaching and learning in mathematics.
- Strengthens the DATA strand across K-12 and includes revised standards related to understanding data and basic statistics.
- Focuses on ratios, proportional reasoning, and arithmetic of rational numbers in Grades 6-8 to build a strong foundation prior to high school.
- Aligns with the expectations required of the 11th Grade Summative Assessment – the ACT.

Comparison Table: 2015 version to 2022 Draft #1 (Presented in May 2022)

| Key Features of Proposed Revisions | Differences Between 2015 and 2022 Versions | Rationale |
|--|--|---|
| <p>In K-5, the content strands of NUMBER, ALGEBRA, GEOMETRY and DATA are the same.</p> | <ol style="list-style-type: none"> 1. K-2 has strategically placed all curricular indicators that align with <i>Algebraic Relationships</i> in the main content strand of NUMBER rather than ALGEBRA. 2. Grades 3-5 have added standards related to <i>Fractions</i>. 3. Grades 6-8 have added a standalone strand entitled, <i>RATIOS AND PROPORTIONS</i>. | <ol style="list-style-type: none"> 1. <i>The foundation for algebra in the early grades is reflected in the essential conceptual knowledge of addition/subtraction or making meaning for these operations. The placement increases the visibility of the interconnectedness for classroom teachers.</i> 2. <i>Fractions are a challenging math concept to comprehend but the foundation starts in elementary grades.</i> 3. <i>To encourage more instructional time to build foundational understanding for high school algebra at the middle grades, emphasis of numerical operations, including ratios, has been added to the standards.</i> |

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| <p>The 2015 Nebraska Mathematical Process Standards include Problem Solving, Representations, Communication, and Connections. The 2022 version includes Problem Solving, Representations, Communication, Connections, and Reasoning.</p> | <ol style="list-style-type: none"> 1. Revised the title of "Process Standards" to Mathematical Processes. 2. Addition of Reasoning as a mathematical process. 3. Written narrative for the five mathematical processes 4. Develop a visual that communicates the integration of mathematical processes in all grade levels. | <ol style="list-style-type: none"> 1. <i>This more accurately describes how processes support the mathematical content included in the standards.</i> 2. <i>Reasoning was included in the 2009 Mathematical Processes, and the writing team indicated it was a critical skill for students to master.</i> 3. <i>With the addition of Reasoning, the narrative for each of the other four mathematical processes was revised to clearly depict the importance for each.</i> 4. <i>Using input from various stakeholders, a banner was designed to increase visibility and placed at the beginning of each grade level. This also highlights the importance of the mathematical processes in teaching the content outlined in the standards.</i> |
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| <p>NUMBER: Emphasize <i>Number Sense</i> in the K-5 Standards.</p> | <p>1. The categories are <i>specific to the grade level</i>. For example, for K-2, NUMBER is subdivided into:</p> <ol style="list-style-type: none"> 1. <i>Counting</i> 2. <i>Base Ten</i> 3. <i>Number and Algebraic Relationships</i> 4. <i>Number and Operations</i> <p>Similar categories in NUMBER are proposed for Grades 3-5 and High School.</p> | <p>1. <i>In the 2015 standards, the categories under NUMBER were very broad (Numeric Relationships and Operations) and spanned K-12. This revision provides greater specificity and guidance for instruction.</i></p> |
| <p>ALGEBRA: Create greater K-12 coherence.</p> | <p>1. The 2015 standards have only three broad categories for ALGEBRA.</p> <p>To improve elementary algebra standards, Algebraic Relationships was removed from Grades 3-5 with categories designed that reflect an emphasis on <i>Operations and Algebraic Thinking</i>, followed by Algebraic Processes and Applications for Grades 6-8.</p> <p>The High School categories remain the same.</p> | <p>1. <i>Increases clarity and reserves Algebra 1 concepts for Algebra 1.</i></p> |

| | | |
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| <p>GEOMETRY: Create greater K-12 coherence.</p> | <ol style="list-style-type: none"> 1. <i>Grade-level categories added to reflect how curricular indicators “cluster” and are unique to age groups. These include:</i> <ol style="list-style-type: none"> 1. <i>Shapes and Their Attributes,</i> 2. <i>Measurement; Time and Money,</i> 3. <i>Area and Perimeter,</i> 4. <i>Area and Volume,</i> 5. <i>Coordinate Geometry,</i> 6. <i>Coordinate Geometry and Transformation and,</i> 7. <i>Logic and Proof</i> | <ol style="list-style-type: none"> 1. <i>This adds specificity that was lacking in the 2015 Math Standards for Geometry to inform instruction.</i> 2. <i>Many of the basic geometry concepts are to be learned in grades K-8 leaving the proof and logic level of thinking for high school.</i> |
| <p>DATA: Create greater K-12 coherence.</p> | <ol style="list-style-type: none"> 1. <i>As with other strands (e.g. NUMBER, GEOMETRY), the categories are proposed to be specific to the grade level. For example, at the kindergarten level, Classification is a category under DATA.</i> 2. <i>Probability remains a category under the DATA strand and concepts begin in grade 6.</i> 3. <i>High School DATA represents the content that all students should learn prior to graduation.</i> | <ol style="list-style-type: none"> 1. <i>Including Classification under DATA for kindergarten emphasizes the foundational skill of sorting to precede graphical representations.</i> 2. <i>A frequent theme of feedback over the past seven years has been the need to further develop standards related to understanding data and basic statistics. It is important to be able to collect, display and interpret data accurately.</i> |

The mathematics standards revision team is represented by the following:

Districts

- Omaha Public Schools
- Grand Island Public Schools
- Millard Public Schools

Elementary and Middle Schools

- Wahoo Public Schools
- Gretna Public Schools
- Hastings Public Schools
- Kearney Public Schools
- Papillion LaVista Public Schools
- DC West Community Schools
- Lincoln Public Schools
- Grand Island Public Schools
- Omaha Public Schools

High Schools

- Harvard Public Schools
- Scottsbluff Public Schools
- Columbus Public Schools
- Umoho Nation Public Schools
- Westside Community Schools
- Cambridge Public Schools
- Cross County Community Schools
- Thayer Central Community Schools
- Lexington Public Schools
- North Platte Public Schools
- Nebraska City Public Schools
- Fremont Public Schools

Educational Service Units

- ESU 8

Non-Public Schools

- Faith Christian School
- Creighton Preparatory School
- Boys Town High School

Nebraska Department of Education

- **Cory Epler, Ph.D.**, NDE Academic Officer
- **Marissa Payzant, Ed.D.**, Director - Content Area Standards & Instruction
- **Deb Romanek**, Mathematics Education Specialist
- **Jane Strawhecker, Ph.D.**, Professor of Teacher Education, University of Nebraska Kearney

Members of the mathematics standards revision team, organized by work strand:

| | Full Name | School / District (Role) | ESU |
|--------|--------------------|---|-----|
| Gr K-2 | Judy Stukenholtz* | Wahoo Public Schools (Kindergarten teacher) | 2 |
| | Andrew Boone | Gretna Public Schools (1st grade teacher) | 3 |
| | Whitney Flower | Grand Island Public Schools (K-5 building principal) | 10 |
| | Adeline Johnson* | Hastings Public Schools (2nd grade teacher) | 9 |
| | Sara Kucera* | Kearney Public Schools (1st grade teacher) | 10 |
| | | | |
| Gr 3-5 | Laura Melonis* | Papillion-LaVista Public Schools (4th grade teacher) | 3 |
| | Janna Giles | DC West Community Schools (5th grade teacher) | 3 |
| | Jason Weseman | Grand Island Public Schools (5th grade teacher) | 10 |
| | Amy Barton | Lincoln Public Schools (3rd grade teacher) | 18 |
| | Marni Driessen* | Omaha Public Schools (K-6 curriculum facilitator) | 19 |
| | | | |
| Gr 6-8 | Tami Whitted | Millard Public Schools (6-12 math curriculum facilitator) | 3 |
| | Susan Christensen | Faith Christian School (4-8 math teacher) | 10 |
| | Kevin L Pettigrew* | Valentine Community Schools (7-8 math teacher) | 17 |
| | Alicia K Davis* | Lincoln Public Schools (8th grade math teacher) | 18 |

| | | | |
|---------|-------------------|---|----|
| | Mallory Charvat | Elkhorn Public Schools (7th grade math teacher) | 3 |
| | Rachel Kluthe | Seward Public Schools (7th grade math teacher) | 6 |
| | | | |
| HS Data | Jenne Gregor* | Creighton Preparatory School (H.S. math teacher) | 3 |
| | Audrey Smalley | Harvard Public Schools (H.S. math teacher) | 9 |
| | Shelby Aaberg* | Scottsbluff Public Schools (H.S. math teacher) | 13 |
| | Julie Kreikemeier | Columbus Public Schools (H.S. math teacher, math coach) | 7 |
| | Heidi Rethmeier | Educational Service Unit 8 (Staff developer) | 8 |
| | | | |
| HS Geom | Ann Marie Scott | Umo ^{ho} Nation Public Schools (H.S. math teacher) | 1 |
| | Michelle Mika* | Boys Town High school (H.S. math teacher) | 3 |
| | Angela Mosier | Westside Community Schools (H.S. math teacher) | 3 |
| | Peter Bogardus | Cambridge Public Schools (H.S. math teacher) | 11 |
| | Jennifer Lange* | Cross County Community Schools (H.S. math teacher) | 7 |
| | | | |
| HS Alg. | Deb Bulin* | Thayer Central Community Schools (H.S. math teacher) | 5 |
| | Peg Fisher | Lexington Public Schools (H.S. math teacher) | 10 |
| | Sasha Welch | North Platte Public Schools (H.S. math teacher) | 16 |

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|--|----------------|--|---|
| | Jason Bartman* | Nebraska City Public Schools (H.S. math teacher) | 4 |
| | Alexander Way | Fremont Public Schools (H.S. math teacher) | 2 |



August 22, 2022

Dr. Matthew Blomstedt
Commissioner of Education
Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE 68509-4987

Dear Dr. Blomstedt:

Please consider this letter as support for the revision of Nebraska's College and Career Ready Standards for Mathematics. The revised standards reflect the knowledge and skills required for success in postsecondary education and the workforce related to mathematics.

Nebraska Revised Statute, Section 79.760.01 requires academic content standards to be reviewed and updated every seven years. Under the leadership of Nebraska Department of Education staff, the process to review and revise Nebraska's College and Career Standards for Mathematics began in Fall 2021.

Representatives from the University of Nebraska, Nebraska state colleges, Nebraska community colleges, and independent colleges and universities provided recommendations that guided the standards writing process, with the goal of developing standards that, when mastered, would qualify a student for success in entry-level, credit-bearing postsecondary coursework without remediation.

Faculty from the University of Nebraska System's campuses have reviewed and provided input on the proposed mathematics standards, and I offer my support.

Yours truly,

Jeffrey P. Gold, M.D.
Chancellor

cc: Dr. David Jackson, Vice Provost, University of Nebraska System



Nebraska State College System

CHADRON | PERU | WAYNE

August 5, 2022

Dr. Matthew Blomstedt, Commissioner of Education
Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE 68509-4987

Dear Dr. Blomstedt,

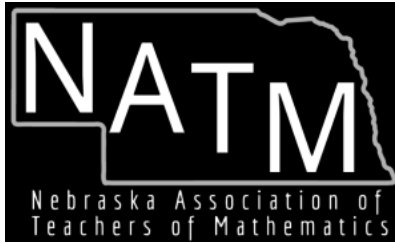
Please consider this letter as support for the revision of Nebraska's College and Career Ready Standards for Mathematics. The revised standards reflect the knowledge and skills required for success in postsecondary education and the workforce related to reading, writing, speaking, and listening.

Nebraska Revised Statute, Section 79.760.01 requires academic content standards to be reviewed and updated every five years. Under the leadership of Nebraska Department of Education staff, representatives from the University of Nebraska, Nebraska State Colleges, Nebraska Community Colleges, and independent colleges and universities began the revision process in 2021. This group provided recommendations that guided the standards writing process, with the goal of developing standards that, when mastered, would qualify a student for success in entry-level, credit-bearing postsecondary coursework without remediation.

Representatives from the Nebraska State College System participated in the review and provided input on the proposed Mathematics standards. Therefore, I offer my signature as support, and I designate the standards as Nebraska's College and Career Ready Standards for Mathematics.

Sincerely,

Paul Turman, Chancellor
Nebraska State College System



September 2, 2022

Dr. Matthew Blomstedt, Commissioner of Education
Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE 68509-4987

Dear Dr. Blomstedt,

Please consider this letter as support for the revision of Nebraska's College and Career Ready Standards for Mathematics. The revised standards reflect the knowledge and skills required for success in postsecondary education and the workforce related to mathematics. The Nebraska Association of Teachers of Mathematics is proud of the work our educators have done to provide rigorous standards that guide the educational experience of mathematics for students across the state of Nebraska.

Nebraska Revised Statute, Section 79.760.01 requires academic content standards to be reviewed and updated every seven years. Under the leadership of the Nebraska Department of Education staff, the process to review and revise Nebraska's College and Career Standards for Mathematics began in Fall 2021. NATM board members provided input and leadership throughout the revision process. The NATM annual conference on October 8, 2022, will highlight the rollout of the new standards with the theme "Raising the Standards: From Research to Classroom Practice." National presenters will highlight the research behind the standards and outstanding Nebraska educators will model what effective standards-based instruction looks like in the classroom. Our community is reinvigorated with the opportunity to deepen students' understanding, widen their lens, and further focus our efforts on quality mathematics instruction.

Math educators from across Nebraska, including 40 teachers, have reviewed and provided input on the proposed mathematics standards. Therefore, I offer my signature as support, and I designate the standards as Nebraska's College and Career Ready Standards for Mathematics.

Sincerely,

Mike Masin
President
Nebraska Association of Teachers of Mathematics



PROPOSED AGENDA ITEM RATIONALE

DATE: August 17, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Approve Rule 11 teacher waiver request for York Public Schools

RATIONALE/BACKGROUND INFORMATION: York Public Schools advertised for a preschool teacher in the Spring of 2022 and was unable to find a candidate with a teaching certificate. The most suitable candidate has a Bachelor of Arts degree from Chadron State College but does not yet have a teaching certificate. York Public Schools has ensured that all requirements for the waiver are met and have submitted appropriate documentation.

PROPOSED BOARD MEETING: September 2022

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS:



PROPOSED AGENDA ITEM RATIONALE

DATE: August 22, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Lane Carr
Administrator, Office of Policy & Strategic Initiatives

PROPOSED AGENDA ITEM: Ratify and approve a resolution declaring the State Board's support for LR335, the state's postsecondary attainment goal.

RATIONALE/BACKGROUND INFORMATION:

In April 2022, the Nebraska Legislature's Education Committee was joined by educational stakeholders across the state to set forth a bold postsecondary attainment goal: At least seventy percent of 25- to 34-year-old Nebraskans have a degree, certificate, diploma, or other postsecondary or industry-recognized credential with economic value by 2030. LR335 encouraged the Board of Regents of the University of Nebraska, Board of Trustees of the Nebraska State Colleges, Board of Governors for each community college area, Coordinating Commission on Postsecondary Education, and the State Board of Education to adopt the 70% attainment goal as evidence of their support for the goal.

This resolution affirms the State Board's support for the resolution, and calls for next steps in achieving the resolution.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2022

ESTIMATED COST:

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source:
- New or Renewal: New
- If renewal, date of first approval:

Attainment Goal Resolution

WHEREAS, High state educational attainment is strongly correlated with higher state gross domestic product, higher per capita income, greater labor force participation, greater civic participation, improved health outcomes, and high quality of life;

WHEREAS, Projections are that at least seventy percent of Nebraska's jobs will soon require a degree, certificate, diploma, or other postsecondary or industry credential with economic value in the workforce;

WHEREAS, Nebraska's current educational attainment, including degrees, certificates, diplomas, and other postsecondary and industry credentials with economic value is approximately fifty-eight percent for Nebraskans age 25 to 34, and approximately fifty-five percent for Nebraskans age 25 to 64;

WHEREAS, Most states, including neighboring states, have set ambitious educational attainment goals to reach social and economic development aspirations and use those educational attainment goals to inform education and workforce development policies;

WHEREAS, State educational attainment goals help state officials, colleges and universities, elementary and secondary schools, employers, and philanthropic and community organizations establish a shared agenda and measure progress at regular intervals;

WHEREAS, Postsecondary readiness requires a firm foundation in high-quality pre-kindergarten, elementary, middle, and high school; and

WHEREAS, The State Board recognizes the strong contributions of Nebraska's public and non-public schools in preparing Nebraska students for postsecondary readiness, and thanks educators for their dedication, especially during the COVID-19 pandemic; now, therefore, be it

RESOLVED, The Nebraska State Board of Education supports the state goal outlined in Legislative Resolution 335 (2022) passed by the Nebraska Legislature on April 13, 2022 that at least seventy percent of 25- to 34-year-old Nebraskans have a degree, certificate, diploma, or other postsecondary or industry-recognized credential with economic value by 2030, and now therefore it be;

RESOLVED, The State Board encourages Nebraska Department of Education leadership to develop and implement strategies to attain the aforementioned state educational attainment goal;

RESOLVED, The State Board affirms the six tenets of AQuESTT as a framework for achieving the aforementioned state educational attainment goal; and

RESOLVED, That the State Board encourages local boards of education to commit to and establish goals and strategies to achieve the attainment goal.



STATE BOARD OF EDUCATION RULES & REGULATIONS COMMITTEE REPORT

Date: September 1, 2022

The Rules and Regulations Committee reports on its meeting from September 1, 2022. The committee reviewed the report on rules and there is no action on rules at this time.

The committee had no action items or discussion items for the board. The committee did have two update items. The committee reviewed the current board legislative and regulatory priorities. Committee members provided input to NDE staff on future priorities, as well as considering setting priorities for the biennial legislature as opposed to the past practice of setting annual priorities. The committee also discussed narrowing and focusing legislative priorities. The current priorities will be shared with board members; board members are encouraged to review the priorities and submit any suggestions or edits to the vice chair. The committee will bring a draft to the board for consideration at a future meeting.

The committee also reviewed the process for revising and repealing rules; the committee discussed potential options for Rule 23 – Basic Skills Competency Testing because of recent legislation related to the topic.

This concludes the Rules and Regulations Committee report.

Lisa Fricke, Vice Chair

MATTHEW L. BLOMSTEDT, PH.D., COMMISSIONER



TEL 402.471.2295
FAX 402.471.0117



P.O. Box 94987
Lincoln, NE 68509-4987



education.ne.gov



TO: Matthew L. Blomstedt, Ph.D.
Commissioner

FROM: Brenda Wid, Legal Services

DATE: August 17, 2022

SUBJECT: Report on Rules

NO ACTION ON RULES AT THIS TIME



Resolution to Revise the State Board of Education Policy Reference Manual

WHEREAS, President Patsy Koch Johns appointed Patti Gubbels (chair), Maureen Nickels, and Kirk Penner to an ad hoc committee to explore revisions to the State Board of Education policy reference manual;

WHEREAS, the ad hoc committee has met to review the current policy reference manual, review board policies from other states, review Robert's Rules of Order Newly Revised, and recommends that structural changes to the policy reference manual be proposed to the State Board for consideration; and

WHEREAS, the ad hoc committee intends to make final recommendations to the board at the November 2022 meeting with recommended adoption at the December 2022 meeting; now, therefore, be it

RESOLVED, That the State Board of Education adopts the following definitions to direct the work of the ad hoc committee:

- Bylaws: The board's own basic rules relating principally to itself as an organization;
- Board Operational Policies: The board's policies that relate to and support the policymaking, rulemaking, and quasi-judicial responsibilities of the board. They specify how board members are to conduct themselves and interact with individuals and external entities;
- Agency Management Policies: The board's policies that define how the state board intends the Department of Education to operate and conduct its actions and business and how the State Board itself may be involved in such matters; and

RESOLVED, That the State Board of Education intends for the ad hoc committee to present recommendations for revisions to the current policy reference manual to the State Board of Education at the November 4, 2022 meeting, with the potential for adoption of any presented recommendations at the December 2, 2022 meeting.

Signed on behalf of the Nebraska State Board of Education, this 2nd day of September 2022.

Patsy Koch Johns, President

Robin Stevens, Vice President

Nebraska State Board of Education Written Public Comment September 2022

Nebraska State Board of Education

Pursuant to State Board of Education Bylaw B9 - Public Participation at Board Meetings:

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Wesley

Last name *

Pickering

City *

Litchfield

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

I believe that the content test is a necessity for teachers to be tested on qualification. However I believe that the shortages of teachers should be addressed. I believe Alabama moved in the right direction when they changed requirements to allow a waiver to hire a teacher who has scored as many as two standard error measures below the required Praxis score in their content area and still be hired if they meet further requirements. I believe our certification should be changed to allow certification if a prospect teacher can be within two points of their required content tests required score, if they graduated with at least a 3.0 gpa. For example, If a prospect scored a 151 on the 5017 and had a 3.2 gpa they would still qualify for their certification it would not qualify with a 151 and a 2.9 gpa. This would give some margin of teacher comprehensive understanding but would not compromise their abilities that the praxis can not fully grasp.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Wesley

Last name *

Pickering

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Nebraska State Board of Education Written Public Comment September 2022

Nebraska State Board of Education

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Linda

Last name *

Ross

City *

Gothenburg

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

I would like the Nebraska Department of Education to be aware that I am still concerned about what is being pushed into the schools, I am still engaged and I am watching Very closely!

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Linda

Last name *

Ross

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Nebraska State Board of Education Written Public Comment September 2022

Nebraska State Board of Education

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Cynthia

Last name *

Hartman

City *

Lincoln

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

Board Members,

It's important your aware that we will remain engaged in our school system challenges and decisions.

We further assert that our schools are not the appropriate place to push political or sexual agendas that advance divisive issues or controversial "sexual rights" at the expense of sexual health. Parents who wish to instruct their children on such issues can do so at home.

We stand firmly against anything that could be construed to normalize or condone sexual conduct between children of minor age (whether heterosexual or homosexual), that include graphic or pornographic materials, that teach children they have sexual rights or how to "consent" to sexual acts, that teach unscientific gender identity theories (i.e., claiming genders or sexes exist other than male or female or that sex is fluid and can be changed).

Schools must opt out of political rhetoric. Prioritize learning fundemantals.

Respectfully,

Cyndi Hartman-Splear

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Cyndi

Last name *

Hartman-Splear

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Nebraska State Board of Education Written Public Comment September 2022

Nebraska State Board of Education

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Kathy

Last name *

Peter

City *

O'Neill

State *

Ne

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

Why are we even having another meeting? We the parents, grandparents,aunt's,uncle's,etc are still against the standards and want them gone!! We want to protect our children from all inappropriate materials and the standards are definitely inappropriate,not to mention obscene and pornographic. Scrape the standards!!!!!!

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Kathy

Last name *

Peter

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Nebraska State Board of Education Written Public Comment September 2022

Nebraska State Board of Education

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Suzanne

Last name *

Kohmetscher

City *

Lincoln

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

It is not your place to push an agenda. You need to be sure the students are learning subjects like math, english, geography, sciences, history, basic classes. You have failed miserably. I hope there is a reorganization so the state board of "education" is discontinued.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Suzanne

Last name *

Kohmetscher

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Nebraska State Board of Education Written Public Comment September 2022

Nebraska State Board of Education

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Teri

Last name *

Yover

City *

Norfolk

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

Thank you for all you do. I'm most concerned about what is happening in the classroom. I have a daughter that graduated from Norfolk High School this past year and one that is entering high school this year. You may not notice but there is an agenda to indoctrinate our kids. What use to be awful and you would shun your eyes to see is now normal. The kids who live in homes that monitor TV and such are getting that shock factor. Why should any child, or adult for that matter, read a required book about a boy getting raped by a man. Surely there are better books out there that teach values. Why do the kids know which teachers are gay? Can't this be forbidden talk in the classroom? If there was a man in the classroom that spoke of his sexual nature, whether heterosexual or homosexual, there would be outrage I would hope. Kids who think they are furies and walk around with a dog leash looking for a dog bed should be sent home. This is behavior that should not be tolerated in the classroom. I am against the whole WOK and CRT agenda. We live in a great nation and all races are equal.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Teri

Last name *

Yover

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Nebraska State Board of Education Written Public Comment September 2022

Nebraska State Board of Education

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Debra

Last name *

Lange

City *

Lincoln

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

I have 3 granddaughters in LPS and I do not want them to be indoctrinated into the woke agenda. Get rid of SEL, CRT and whatever other woke programs you want to provide. Teach the children reading, writing, arithmetic and all of our history not just the parts that fit your crazy agenda.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Debra

Last name *

Lange

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Marvin

Last name *

Tiffany

City *

York

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

I will try to repeat what I have said before. Public schools should teach students about the history of this country, writing, English and other subjects that help a student learn history and prepare for advancement to the next class. Students should not be influenced by social practices or sexual activities other than to learn the basic male & female functions.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Marvin

Last name *

Tiffany

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Nebraska State Board of Education Written Public Comment September 2022

Nebraska State Board of Education

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Kristen

Last name *

Whiteley

City *

Elkhorn

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

Please keep critical race theory, and intersectionality out of the classroom. They are theories that are not evidence based and preach a divisive worldview. It's hard enough to get kids to get along without schools trying to separate them based on their levels of oppression. It is also very confusing for children who are multi-racial

Young children (3rd grade and younger) have no need to know about sexuality. There is a time and place and elementary school is not that time. I will not preach my religion in school and schools should not preach the religion of hypersexuality to children. Parents remain the ultimate authorities on what their children learn and teachers and the school board are the employees of the parents. That's important to remember.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Kristen

Last name *

Whiteley

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Nebraska State Board of Education Written Public Comment September 2022

Nebraska State Board of Education

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Kendrea

Last name *

Stubblefield

City *

Omaha

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

Concerned parent now grandmother I am Native American from the Sioux Tribe my sole purpose is to remind what happened to the Native American family who had their children removed from their home and the rights of families were vacinated. Children were told to not speak the language they were abused and indoctrinated

Federal government who stated the knew better how to Educate Native Americans. What the Education is doing today is NO different on how the Native American's American Parent have a right to not have the Education or NEA indoctrinated their children. I like to share what damage the federal government and the Education system has done let's not repeat History. <https://eji.org/news/u-s-interior-department-documents-abuses-against-indigenous-children-in-government-schools/>

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Kendrea

Last name *

Stubblefield

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Nebraska State Board of Education Written Public Comment September 2022

Nebraska State Board of Education

Pursuant to State Board of Education Bylaw B9 - Public Participation at Board Meetings:

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Barbara

Last name *

Luzum

City *

GRAND ISLAND

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

I continue to be concerned about public education in Nebraska. I would encourage educators to focus on basic curriculum, reading, math, science, languages, history, and stop this insane focus on "preferred pronouns", transgender bathroom preferences, etc. Get back to preparing our children to succeed in life.

Thank you.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Barbara

Last name *

Luzum

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Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Kaila

Last name *

Mailahn

City *

Denton

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

Greetings,

As a tax payer and legal citizen of the state of Nebraska, I would like my opinion to be part of the record for the September 2022 NE State Board of Education meeting. All members of our household continue to adamantly feel that CRT has no place in the public school system. It is a means to increase racism and inequality. Please listen to the voice of the constituents and tax payers and parents. We do NOT want CRT in the schools.

Thank you,

Kaila and Clint Mailahn

Denton, NE

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Kaila

Last name *

Mailahn

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Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Karen

Last name *

Licking

City *

Tryon

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

I am still praying for you to make decisions that will help and not hinder our children and grandchildren. I am still watching your decisions about curriculum for our Nebraska schools. I urge you to not place the CRT in our curriculum. Please think about this as though your own children and grandchildren were being affected, because ours are. Please think carefully about what you are doing and I will continue praying!!!

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Karen

Last name *

Licking

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Lenay

Last name *

Palser

City *

Ravenna

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

I'm a concerned citizen, I hereby petition the State Board of Education, our state legislators, our governor, and all local school boards and charter schools to ensure no instruction or materials, including highly controversial comprehensive sexuality education (CSE), be given to children in our schools:

that could be construed to normalize or condone sexual conduct between children of minor age (whether heterosexual or homosexual),

that include graphic or pornographic materials,

that teach children they have sexual rights or how to "consent" to sexual acts,

that teach unscientific gender identity theories (i.e., claiming genders or sexes exist other than male or female or that sex is fluid and can be changed).

READ MORE

Ensure the rights of parents are respected by requiring all public schools to:

Make available for public review and input, at least 60 days before adoption, any new or revised sex education curriculum in its entirety.

Make easily accessible for public review all existing sex education curricula, including any supplemental materials.

Maintain sex ed as an elective, opt-in subject requiring parental approval.

We warn that the implementation of highly controversial and failed CSE programs in our public schools (see failure rates at SexEdReport.org) will cause many parents to either a) opt their children out of sex education entirely resulting in fewer children receiving instruction on sexual risk avoidance, or (b) withdraw their children from public schools altogether.

We further assert that our schools are not the appropriate place to push political or sexual agendas that advance divisive issues or controversial "sexual rights" at the expense of sexual health. Parents who wish to instruct their children on such issues can do so at home.

Parents need to have access to everything that's taught in school and schools need to leave the parenting up to the parents.

Thanks for your time and all you do,
Lenay Palser

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Lenay

Last name *

Palser

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Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Dave

Last name *

Stempson

City *

Lincoln

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

Dear Members of the Board: please be aware that we, the citizens of Nebraska, are noe watching very closely what, when and how you do business. No more will Boards such as yours conduct school business in the dark. CRT and all like programs will be rooted out and made public. Also we trust those educators who indoctrinate our children will be discovered and sanctioned accordingly. The education of our children will be monitored by parents as it should have always bee. Thank you for your time. We and I trust you will perform your educational duty accordingly.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Dave

Last name *

Stempson

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Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Clayton Bruce and Cheryl M

Last name *

Willis

City *

KEARNEY

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

We are writing again to restate what we have often said, that we do not want our children's curriculum to be mandated to cover Comprehensive Sex Education or Critical (Race) Theory.

Both of these undermine the real need for education and simply push ideologies that are very much against our Republic. So, once again, please drop this whole agenda. We also want you to know that we are watching and listening. The State Board is not a hierarchy that rules over the families of our state. Instead, if the Board desires to keep their place, there is a great need to listen to the parents of our great state, and heed their voice. The loud, squeaky wheel that promotes a lot of money is not the necessary answer to educational needs. The local level is where education needs to have its say, and parents along with their local schools and board take up the ability to make decisions.

Thank you.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Clayton B and Cheryl M

Last name *

Willis

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Gaylord and Lana

Last name *

Flaming

City *

Elkhorn

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

We are writing in opposition to the proposed Nebraska Education Standards. We are appalled at the shift in direction that Nebraska health education is attempting to go. These standards are clearly political activism on steroids. Teaching our children about pansexual, asexual, bisexual, two-spirit, queer, gay, lesbian, as well as transgender, cisgender, gender non-binary, etc. is absolutely ridiculous at any level K-12!!! Have we lost all common sense and decency in Nebraska? In the nation? Is it necessary to follow the leaders in nearly all aspects of our culture who are pandering to this new ideology which will most certainly corrupt and confuse our children? We say "NO!"

These standards are sensitive, age-inappropriate topics that should be addressed by parents at home. It is not and should not be the responsibility of the schools!! We are demanding that the Nebraska Department of Education permanently discard their proposed sex education topics from their draft health standards!

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Gaylord and Lana

Last name *

Flaming

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Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Teri

Last name *

Hlava

City *

Lincoln

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

8-31-2022 (approx 550 words)

I am not able to attend the Sept 2 Board meeting to speak. Instead, I am offering you my opinion electronically. Thank you for allowing me this opportunity.

Dear State Board of Education Members:

As a parent, grandparent, and past attendee of Nebraska public schools, I am thankful for the Board members who follow allegiance to the public education of our masses here in Nebraska. It is not easy at times to withstand the near harassment and intimidation by those whose interests are largely not bound to public education of their own children. Conspiracies and Conspirators sometimes take on a "life of their own" and this saddens me when it concerns publicly educating our children. My feeling is that you need to protect Nebraska's children from groups such as Protect Nebraska Children! I have attended a meeting of this group and find it very "conspiratorial", including its misinformation films.

It is my observation and experience that much of the passion and mentality opposed to public education and curriculum is coming primarily from homeschooling and parents with students in religious schools of primarily 3 doctrines that have religious belief similarities. Certainly not all people of those faiths believe as do these groups nor do they aspire to infringe on the public schools.

My observation is they feed off of each other and provocative "leaders" and feel very insecure with other children not being indoctrinated in their religious beliefs. Finding themselves with declining enrollments and private funding, they are now strongly pushing to be favored not only with religious donors and wealthy church coffers (non-taxed) but also with public school tax dollars that educate ALL children from all backgrounds and beliefs.

As an advocate of public schools concerning "made" issues by these people such as

- 1) comprehensive sex education (they are terming "sex grooming");
- 2) racial understanding (they try to attach the term "CRT");
- 3) even social and emotional learning (they term as "social engineering")

I say to you:

Public schools offer "Choice" within public schools that have high accreditation standards, inclusiveness without a church doctrine ingrained, etc. Public schools are free to teach uncensored history; respect and nonjudgement of children of all faiths, origins, and backgrounds; and factual, educational, and respectful healthy relationship building for their current and future lives.

Public schools know children learn more and better if they feel safe -- physically, socially, and emotionally- and can trust their curiosity will be truthfully answered and nurtured.

Given honest and loving teaching, children will not be "injured" knowing about sexual, racial, economic inequities - but rather gain insight, respect, courage, and sensitivity to others as they are educated. Instead of learning only from social media that can exploit, misguide, and harm students - they can learn non-guilt, safe-space, bodily facts and healthy relationship building skills. They can learn respect and love for people

of all ethnicities, races, and creeds. This IS crucial to educated and civil children.

Surveys consistently show that PUBLIC school parents APPROVE of their own children's schooling.

Thank you to the state school board members who are living up to your task of educating our public school children.

You are commended for your fortitude and your resistance to outliers who have chosen to intimidate and harass public schools from outside the Circle of public education.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Teri

Last name *

Hlava

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Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Anna

Last name *

Meis

City *

Elgin

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

I want to urge the State Board to pass policies that concentrate on academics and not social issues. It is the parents' place to teach their child about these issues, many of which are influenced by religious beliefs. The Public School system has overstepped their bounds by proposing educational standards that sexualize our children. The public is watching very closely all standards that come forward from now on. Thank you.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Anna

Last name *

Meis

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Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Duane

Last name *

Polzien

City *

Lincoln

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

My income is fixed. I have willingly supported LPS with my tax dollars for over 50 years. Please keep all tax revenues supporting only public schools and not divert any funds for any kind of for any non-public use, especially for religion based schools.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Duane

Last name *

Polzien

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Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Don

Last name *

Fletcher

City *

Omaha

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

Do not indoctrinate our children with any gender or sexual materials. Stick to your job of improving them on math, science, reading and writing. Do not approve any materials that show the muslim faith in a positive light. Their agenda is clear...conquer and punish any who wont convert.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Don

Last name *

Fletcher

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Vance

Last name *

Nelson

City *

Ogallala

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

It has come to my attention that there is an effort to divert PUBLIC FUNDS to help support PRIVATE SCHOOLS in the State of Nebraska. I oppose such efforts. Public Schools in western Nebraska already face difficulties of proper funding. I believe that our tax dollars should be spent to support Public Schools that are under the State's Supervision structure, and make it possible for every student to achieve an education through a curriculum set by the State Board of Education.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Vance

Last name *

Nelson

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Marilyn

Last name *

Hergert

City *

Omaha

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

My husband and I are watching closely your actions in establishing health standards for our schools in Nebraska. We are very concerned that you are overstepping the parents' role in sexual standards being included in these standards. Please do not overstep what the parents' role.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Marilyn

Last name *

Hergert

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Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Mary

Last name *

Scearcy

City *

Bennington

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

To the Nebraska state Board of Education from a concerned constituent. I am a grandmother of six children in Nebraska public schools. I am very concerned with a comprehensive sex education that the state Board of Education is trying to pass to sexualize our children. Personal value laden education of this matter is the responsibility of the parents and not public educators. I respectfully request you to disregard, dismantle and dissolve plans to infiltrate our public schools with comprehensive sex education. I have read all of the standards and have submitted earlier comments specifically opposing almost every single part of it. This is not the job of public education. When our founding fathers established public government schools it was to teach three things... Love of God, love of country, and love a family. None of this proposed curriculum falls within those worthy goals .

Best regards,

Mary Scearcy Bennington Nebraska

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Mary

Last name *

Scearcy

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Google Forms

Nebraska State Board of Education Written Public Comment September 2022

Nebraska State Board of Education

Pursuant to State Board of Education Bylaw B9 - Public Participation at Board Meetings:

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Submissions must include your complete first and last name, city and state. You will also be required to electronically sign the submission. This information will be included with your comments.

Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Kate

Last name *

High

City *

Lincoln

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

I am writing as a parent and former school board member who is concerned with the rise of Christian Nationalism and what it means to our public education

Christian Nationalists propose allowing vouchers, allowing public funds to flow to private schools and privatizing education through charter schools. In Nebraska, particularly rural Nebraska, these proposals simply will not work from the very most practical standpoint.

Christian Nationalists seek to violate the basic principle of separation of church and state which is a fundamental principle upon which this nation was founded. They aggressively push forward justified by their sincerely held belief that evangelical white Protestantism is the only "true" religion.

- Christian Nationalists do not believe in gender equality.
- Christian Nationalists do not support racial equality.

In their misguided attempts to insert their religion into public education, they have distorted the underpinnings of the meaning and value of education: scientific method, logic, reason, ethics, and truth. Christian Nationalism encourages hypermasculinity and open aggression. They have little commitment to democracy. Since they believe their religion is the only true religion, they feel entitled to engage in unethical and violent means to achieve their ends.

Groups such as Protect Nebraska Children and Nebraska Federation for Children engage in questionable and misleading tactics. These groups do not represent the best interests of children, families, or communities. At their most basic level, they are Un-American.

Please hold tight to the principles of public education. Public education has so unfortunately been placed at the center battlefield of a cultural war. So much is on the line.

Thank you in advance for your courage and commitment to supporting public education.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Kate

Last name *

High

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Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Carole

Last name *

Curry

City *

Lincoln

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

I am a strong supporter of public education and of educators who work hard every day to teach our children. I believe our educators are experienced and responsible and can be trusted to present information to students that is appropriate to their age and developmental levels. I believe students should learn actual history and be encouraged to analyze facts and form opinions based on those facts. I also believe students should be given the opportunity to learn there are individuals, families and communities that may be different from their own, but learn that acknowledging and accepting others based on facts will help to make them good citizens in the future. In short, I believe our children deserve to learn how to think for themselves as they make decisions throughout their lifetimes.

Lastly, I support and thank our State Board of Education and respect the responsibilities they accept as board members to support public education and our teachers in the hard work they do every day.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Carole

Last name *

Curry

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Nebraska State Board of Education

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Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Judy

Last name *

Derr

City *

Amherst

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

Good morning. I have one question, that many others have as well. And continue to do so. Where is the accountability regarding Ms. Neary's FOIA emails???? Why hasn't this been addressed in the name of transparency???

Thank you.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Judy

Last name *

Derr

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Robert

Last name *

Derr

City *

Amherst

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

I am representing countless taxpayers with my concern at this moment: What is going to be done regarding pornography in our public school system? What is the SBOE plan to address this????]

Robert Derr

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Robert

Last name *

Derr

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Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Elissa

Last name *

Martin

City *

Lexington

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

I am concerned about the disparaging remarks made by board member Neary regarding micro schools. This board oversees not only public schools, but also private, parochial, and homeschools; board members should be keeping the needs of ALL students at the forefront. If parents, who are the first educators of their children, have chosen a micro school environment for their child, that decision and any outcomes resulting from it should stand.

I'm also concerned about the political posturing of the board as we approach the general election. There seems to be a great focus on loving public schools, which I am all for, as I also want our Nebraska public schools to be exceptional, but my concern is that this support comes as an either/or situation when it comes to the other educational settings this board also oversees. With a huge increase in homeschooling over the last few years, it is clear that many families are not happy with the product being produced in public schools (aka the education their students are receiving). I think this board would better spend their time looking at intentional ways to improve the public schools and increase achievement, especially in core content areas, rather than lauding public schools as the be all end all when they are clearly flawed.

Thank you as always for your time and your service.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Elissa

Last name *

Martin

Google Forms

Nebraska State Board of Education Written Public Comment September 2022

Nebraska State Board of Education

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Deb

Last name *

Miller

City *

Lincoln

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

Dear State Board of Education,

I am submitting this letter in order to share with all of you my concerns and desires for the children that attend Lincoln Public Schools.

First, I would like to see the entire Sex Standards and Social and Emotional Learning removed from the curriculum for ALL students. TOO much emphasis has been placed on “gender identity” issues, detracting from important things like academic education. Lincoln Public Schools does not rank in the top ten percent for reading and math skills throughout the United States. Our ranking is dismal, to say the least!! Let’s allow teachers to teach without being hindered with “pronoun selection” and informing elementary students how to put on condoms.

Secondly, I would like to see teachers focus on equipping children to succeed in the world, instead of spending so much time on “racial equity”. Students that can read, do basic math and are encouraged to love the United States of America will be healthy, happy and contributing citizens. I would like to see more time spent pursuing music, drama and artistic expression. Basic trade skills in mechanics and carpentry should be offered for those who show an expertise in those fields.

Lastly, I would love to see God and the Bible back in school. Both factors help create better people with ethics.

Sincerely,
Deb Miller

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Deb

Last name *

Miller

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PROPOSED AGENDA ITEM RATIONALE

DATE: August 26, 2022

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Amy Rhone, Office of Special Education

PROPOSED AGENDA ITEM: Notification of Vacancy on the Special Education Advisory Council (SEAC)

RATIONALE/BACKGROUND INFORMATION: This federally required Council is composed of 30 members who serve four-year terms, (i.e., approximately one-fourth of the terms of members of SEAC expire in August of each year). Due to changes in employment, two members have resigned their positions. One as a higher education representative, and the other as a representative of private schools and public charter schools, bringing the total number of member vacancies to 2. All SEAC members are approved by the State Board of Education. Securing Board approval as soon as possible of a new higher education representative as well as a new private and/or public charter school representative will allow adequate time to provide background information and training to a new member in preparation for the 2022-2023 term year. The Office of Special Education continues to seek new SEAC members through an application process reflecting the categorical representation required by federal regulations, geographical balance based on State Board of Education districts, and the diverse population of Nebraska.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2022

ESTIMATED COST: N/A



To: Matthew L. Blomstedt, Ph.D.

From: Bryce Wilson and Denise Thege

Date: September 2, 2022

RE: Report of grants and contracts of less than \$10,000 issued by the Department for the period July 1, 2021 through June 30, 2022

State Board of Education policy P5 requires that the Commissioner of Education shall periodically provide the Board with a list of competitive grants and contracts of less than \$10,000.

Attached is a list of all contracts issued during 2021-2022 which were individually less than \$10,000. Also attached is a list of grants issued by the Department during fiscal year 2021-2022 as received from the Department Administrators.

Attachments

N D E C O N T R A C T S

| | | TYPE: | | | | | | | |
|--------|--|-----------------------|-----------------------|----------------------------|----------|----------|----------------|--|--|
| | | 1 = HONORARIUM | | | | | | | |
| | | 2 = EMPLOYEE/EMPLOYER | | | | | | | |
| | | 3 = OTHER | | | | | | | |
| NUMBER | CONTRACTOR | TYP | BUSINESS UNIT | OBJECT CODE | BEG.DATE | END.DATE | MAXIMUM AMOUNT | COMMENTS | |
| 42342 | JOHN MILNAR | 2 | 13698436 | 511200/515200/ 516500 | 03/14/22 | 07/08/22 | 9,778.50 | PROVIDE SUPPORT AS CONTINUING THE HIRING PROCESS FOR A LONGER FIXED-TERM ASSISTANT DIRECTOR OF EDUCATION CERTIFICATION | |
| 42373 | PERFECT TOUCH CLEANING SVC INC | 3 | 13532214.110 ERKEAR | 549200 | 04/01/22 | 03/31/23 | 9,520.34 | COMPLETE CLEANING SERVICES FOR NE VR KEARNEY'S OFFICES | |
| 42411 | TAYLOR HAMBLIN | 3 | 13415612 | 547100 | 05/16/22 | 05/31/22 | 9,245.00 | ORDER SUPPLIES FOR TEACHERS CREATING INSTURCTIONAL MATERIALS FOR NATIONAL GEOGRAPHIC GRANT AS REQUIRED BY USDA REGULATIONS, ALL SFSP SITES ARE REQUIRED TO HAVE HEALTHINSPECTIONS DURING EACH YEAR OF OPERATION | |
| 42000 | NEBRASKA DEPARTMENT OF ENVIRONMENT & ENERG | 3 | 13907914 | 541100.SFHI | 07/01/21 | 09/30/21 | 9,000.00 | REPRESENTATIVE OF STEP UP TO QUALITY COACHING AND TRAINING | |
| 42092 | SARAH DANKENBRING | 3 | 13844314/13445701 | 547100/574600 | 07/15/21 | 07/14/22 | 9,000.00 | REPRESENTATIVE OF STEP UP TO QUALITY COACHING AND TRAINING | |
| 42205 | SUSAN PAYNE | 3 | 13698624 | 547100 / 574600 | 10/07/21 | 06/30/22 | 9,000.00 | SERVE AS SAFET2HELPNE IMPLEMENTATION CONSULTANT | |
| 42223 | LACY SATEREN | 3 | 13844324 | 547100/57460 | 11/01/21 | 10/31/22 | 9,000.00 | REPRESENTATIVE OF STEP UP TO QUALITY COACHING AND TRAINING | |
| 42277 | ESU 3 | 3 | 13532314 | 554900.110 / 547100.110 | 12/15/21 | 06/15/22 | 9,000.00 | PROVIDE A JOB EXPO FOR PRE-EMPLOYMENT TRANSITION AGED STUDENTS WITH DISABILITIES | |
| 42288 | LINCOLN PUBLIC SCHOOLS | 3 | 13532314 | 554900.110 / 547100.110 | 12/15/21 | 06/15/22 | 9,000.00 | PROVIDE A JOB EXPO FOR PRE-EMPLOYMENT TRANSITION AGED STUDENTS WITH DISABILITIES | |
| 42409 | ESU #6 | 3 | 13445701 | 547100 | 06/01/22 | 05/31/23 | 9,000.00 | PROVIDE TRAINING FOR STEP UP TO QUALITY | |
| 42090 | MELYNDA MOYER | 3 | 13844314/13445701 | 547100/574600 | 07/15/21 | 07/14/22 | 9,000.00 | COACHING/TRNG SVCS | |
| 42398 | SOUTHEAST COMMUNITY COLLEGE | 3 | 13817124 | 547100 | 05/23/22 | 06/22/22 | 8,745.00 | PLAN & CONDUCT SUMMER PROFESSIONAL DEVELOPMENT TECHNICAL SKILL WORKSHOPS | |
| 42424 | ECHOHAWK LEFTHAND | 3 | 13891024 | | 02/27/22 | 01/31/23 | 8,300.00 | SUPPORT THE NE NATIVE YOUTH WORK OUTLINED BY THE COMMISSIONER'S NATIVE YOUTH ADVISORY COMMITTEE TO SUPPORT NATIVE YOUTH DEVELOPMENT, CULTURAL PRACTICES AND SUPPORTING MENTAL HEALTH INITIATIVE WITH NDE STAFF AND STATEWIDE PARTNERS | |
| 42057 | ON TRAC | 3 | 13522100/13522200 | 554900 | 07/01/21 | 06/30/22 | 8,282.60 | mail delivery services | |
| 42202 | PAUL H BROOKES PUBLISHING | 3 | 13885414 | 547100 | 01/01/22 | 06/30/22 | 8,250.00 | PROVIDE THREE 5 HOUR TRAININGS | |
| 42233 | ESU 1 | 3 | 13445701 | 547100 | 11/15/21 | 11/14/22 | 8,250.00 | PROVIDE TRAINING TO LOCAL STEP UP TO QUALITY PARTICIPANTS | |
| 42327 | GEORGE BATSCHE | 3 | 13883814 | 547100 | 03/31/22 | 04/01/22 | 8,000.00 | OFFICER JOINT PRESENTATION AT NASES-NDE JOINT CONFERENCE 3/31 & 4/1 | |
| 42331 | JUDY ELLIOTT DBA EDULEAD, LLC | 3 | 13883814 | 547100 | 03/31/22 | 04/01/22 | 8,000.00 | OFFER JOINT PRESENTATION @ NASES-NDE JOINT CONFERENCE 3/31 & 4/1/2022 | |
| 42385 | DANNIELLE BETTMANN | 3 | 13844324 | 547100 | 05/01/22 | 04/30/22 | 8,000.00 | PROVIDE TRAINING FOR EARLY CHILDHOOD | |
| 42415 | SPENCER CREATIVE SERVICES | 3 | 13697804 | 547100 | 06/13/22 | 06/30/22 | 8,000.00 | PROVIDE MORING KEYNOTE & A 3 HOUR WORKSHOP FOR THE FUTURE READY CONFERENCE ON 6/13-14/2022 | |
| 42041 | BEN SPARKS | 3 | 13532014.SW.ERLINC8 | 547300/574600 | 07/01/21 | 06/30/22 | 7,630.00 | PROVIDE INTERPRETER SERVICES | |
| 42042 | KELLY BRAKENHOFF | 3 | 13532014.SW.ERLINC8 | 547300/574600 | 07/01/21 | 06/30/22 | 7,630.00 | PROVIDE INTERPRETER SERVICES | |
| 42062 | MARGARET PROPP | 3 | 13532014 | 547300/574600 | 07/01/21 | 06/30/22 | 7,630.00 | PROVIDE INTERPRETER SERVICES | |
| 42203 | EDREPORTS | 3 | 13419101 | 547100 | 10/04/21 | 03/31/22 | 7,500.00 | COLLABORATE WITH NDE TO DESIGN & FACILITATE TWO 75-90 MINUTE WEBINARS FOR A BROAD AUDIENCE OF EDUCATIORS | |
| 42341 | SUZANNE SCHNEIDER | 3 | 13844324 | 547100/574600 | 03/15/22 | 03/14/23 | 7,500.00 | STEP UP TO QUALITY COACHING, TRAINING,AND OBSERVATION | |
| 42351 | SARAH HOOPS | 3 | 13817114 | 547100 | 03/21/22 | 08/15/22 | 7,500.00 | CREATE AFNR RESOURCE REPOSITORY ONOER THAT WILL BE UTILIZED BY AGRICULTURE EDUCATION INSTRUCTORS | |
| 42140 | MICHAEL MUSGROVE | 2 | 13472001 | 511200/515200/ 516500 | 09/06/21 | 11/21/21 | 7,451.77 | SUPPORT ESSER INVESTMENTS, BUILD IMPLEMENTATION PLAN FOR COMMISSIONER'S STUDENT ADVISORY BOARD | |
| 42138 | TOP NOTCH TRAINING LLC | 3 | 13844314 | 547100 | 09/07/21 | 08/30/21 | 7,000.00 | DELIVER LICENSE REQUIRED TRAINING VIA DISTANCE LEARNING TO EARLY CHILDHOOD PROFESSIONALS IN NEBRASKA. | |
| 42383 | WALSH TAYLOR INCORPORATED | 3 | 13881914 | 547100/574600 | 06/01/22 | 06/30/22 | 7,000.00 | PRESENT AT THE NEBRASKA YOUNG CHILD INSTITUTE | |
| 42416 | ELISSA MALESPINA | 3 | 13697804 | 547100 | 06/13/22 | 06/30/22 | 7,000.00 | PROVIDE TWO LEADERSHIP PRESENTATIONS FOR FUTURE READY CONFERENCE 6/13-14/2022 | |
| 42196 | RENNER'S CLEANING SERVICE INC | 3 | 13532214.110 ERNORFSH | 549200 | 10/01/21 | 09/30/22 | 6,900.00 | CLEANING SERVICES | |
| 42289 | ESU 7 | 3 | 13532314 | 547100 | 12/15/21 | 06/15/22 | 6,900.00 | PROVIDE A JOB EXPO FOR PRE-EMPLOYMENT TRANSITION AGED STUDENTS WITH DISABILITIES | |
| 42166 | BUCKLEY & SITZMAN, LLP | 3 | 13469401 | 547100 | 09/21/21 | 01/15/22 | 6,500.00 | APPLY AGREED-UPON PROCEDURES CONDUCTED IN ACCORDANCE WITH ACCOUNTING STANDARDS ESTABLISHED BY AMERICAN INSTITUTE OF CERTIFIED PUBLIC ACCOUNTANTS TO CONFIRM THAT PROCEDURES RELATED TO CASH RECEIPTS DISBURSEMENT ASSOCIATED WITH CTSOS ARE BEING FOLLOWING ACCORDING TO POLICIES & PROCEDURES OULINED BY EACH ORGANIZATION, THE OFFICE OF CAREER, TECHNICAL, & ADULT EDUCATION, & GRAFTON & ASSOCIATES P.C. | |
| 42332 | WILLAMETTE EDUCATION SERVICE DISTRICT (WESD) | 3 | 13693614 | 547100 | 03/01/22 | 08/01/22 | 6,500.00 | SPONSOR J-1 VISAS FOR UP TO 8 BINATIONAL MIGRANT EDUCATION INITIATIVE TEACHERS | |
| 42447 | MARIO ANDRADE | 3 | 13000209 | 574600 | 06/23/22 | 06/26/22 | 6,500.00 | CHAPERONE 2022 BRAILLE CHALLENGE CONTESTANT TO COMPETITION, 6/24-26/2022 IN LOS ANGELES CA | |
| 42381 | SHARE COLLABORATIVE | 3 | 13532214 110 ERSW | 554900 / 574600 | 06/01/22 | 08/31/22 | 6,412.74 | PROVIDE PHASE 1 IN-PERSON MOTIVATIONAL INTERVIEWING TRAINING FOR UP TO 24 NE VR STAFF 6-29 & 6-30-2022 AND PHASE 2 REFRESHER TO BE DETERMINED | |
| 42274 | THE BOB PIKE GROUP | 3 | 13844324 | 547100 | 03/01/22 | 03/31/22 | 6,400.00 | PROVIDE A 60 MINUTE VIRTUAL TRAINING SESSION | |
| 42255 | NEBRASKA FUTURE EDUCATIORS ASSOCIATION DBA F | 3 | 13469401 | 547100 | 12/10/21 | 05/31/22 | 6,000.00 | PROCURE SERVICES OF CONFERENCE ASSISTANTS FOR EDUCATIORS RISING CAREER & TECHNICAL STUDENT ORGANIZATIN TO ASSIST IN PLANNING & CONDUCTING OF NEBRASKA EDUCATORS RISING STATE LEADERSHIP CONFERENCE | |
| 42261 | CENTRAL MEDIATION CTR | 3 | 13534121 | 554900 | 12/01/21 | 11/30/22 | 6,000.00 | PROVIDE CONFLICT RESOLUTION SVS TO VR BIAC AND ASSOCIATED AGENCIES AND ORGANIZATIONS IN THREE PHASES | |

| N D E C O N T R A C T S | | | | | | | | |
|-------------------------|---|-----|--------------------|-------------------------|----------|----------|----------------|--|
| | | | | | | | | |
| | | | | | | | | TYPE: |
| | | | | | | | | 1 = HONORARIUM |
| | | | | | | | | 2 = EMPLOYEE/EMPLOYER |
| | | | | | | | | 3 = OTHER |
| NUMBER | CONTRACTOR | TYP | BUSINESS UNIT | OBJECT CODE | BEG.DATE | END.DATE | MAXIMUM AMOUNT | COMMENTS |
| 42267 | NEBRASKA FCCLA ASSOCIATION | 3 | 13469401 | 547100 | 12/13/21 | 05/31/22 | 6,000.00 | PROCURE SERVICES OF CONFERENCE ASSISTANTS FOR NEBRASKA FCCLA CENTER & TECHNICAL STUDENT ORGANIZATION TO ASSIST IN PLANNING & CONDUCTING NEBRASKA FCCLA STATE LEADERSHIP CONFERENCE |
| 42285 | NEBRASKA ASSOCIATION OF HEALTH OCCUPATION S | 3 | 13469401 | 547100 | 12/20/21 | 05/31/22 | 6,000.00 | PROCURE SERVICES OF CONFERENCE ASSISTANTS FOR NEBRASKA HOSA CAREER & TECHNICAL STUDENT ORGANIZATION TO ASSIST IN PLANNING & CONDUCTING OF NEBRASKA HOSA STATE LEADERSHIP CONFERENCE |
| 42287 | TONYA WARD SINGER | 3 | 13690424 | 547100 | 11/10/21 | 04/07/22 | 6,000.00 | DESIGN AND LEAD TWO 90-MINUET ZOOM SESSIONS FOR EXCELLENCE IN EVERY CLASSROOM, EVERY DAY |
| 42292 | NEBRASKA DECA DBA DECA | 3 | 13469401 | 547100 | 12/22/21 | 05/31/22 | 6,000.00 | PROCURE SERVICES OF CONFERENCE ASSISTANTS FOR NEBRASKA DECA - TO ASSIST IN PLANING & THE CONTRACTOR WILL COLLABORATE IN PLANNING, OUTREACH AND IMPLEMENTATION OF <i>BRINGING THE FARM TO SCHOOL</i> PRODUCER TRAININGS IN NEBRASKA. |
| 42295 | BOARD OF REGENTS OF THE UNIVERSITY OF NEBRAS | 3 | 13904721/13900724 | 547100 | 01/05/22 | 01/04/23 | 6,000.00 | SUPPORT NDE'S TRANSITION PROGRAM BY MAINTAIN NEBRASKA TRANSITION WEBSITE |
| 42313 | UNL | 3 | 13883814 | 547100 | 02/01/22 | 01/31/23 | 5,932.00 | PROCURE SERVICES OF CONFERENCE ASSISTANTS FOR NEBRASKA ASSOCIATION OF SKILLSUSA CAREER & TECHNICAL STUDENT ORGANIZATION, ASSIST IN PLANNING & CONDUCTING OF MIDDLE SCHOOL CONFERENCE IN FEBRUARY 2022 & THE 2022 SKILLSUSA NEBRASKA STATE LEADERSHIP CONFERENCE |
| 42264 | NEBRASKA ASSOCIATION OF SKILLSUSA, INC | 3 | 13469401 | 547100 | 12/10/21 | 05/31/22 | 5,500.00 | PROVIDE TRAINING FOR STEP UP TO QUALITY PARTICIPANTS |
| 42100 | ESU 10 | 3 | 13445701 | 547100 | 08/01/21 | 07/31/22 | 5,400.00 | DELIVER NDE SUPPORTED TRAINING ON BEHALF OF NDE |
| 42065 | ITZENI NAYELI LOPEZ GONZALEZ | 3 | 13844314 | 547100 | 07/09/21 | 06/30/22 | 5,000.00 | DELIVER NDE SUPPORTED TRAINING ON BEHALF OF NDE |
| 42074 | SARAH L. OCHOA | 3 | 13844314 | 547100 | 07/10/21 | 07/09/22 | 5,000.00 | DELIVER NDE SUPPORTED TRAINING ON BEHALF OF NDE |
| 42136 | ESU 10 | 3 | 13556004 | 554900 | 10/01/21 | 09/30/22 | 5,000.00 | HOSTING AND SUPPORT SVS FOR AT4ALL WEBSITE - - STATE AT ACT AWARD FEDERAL FUNDING |
| 42165 | CINCINNATI CHILDRENS HOSPITAL MED CTR | 3 | 13532204.110 ERSW | 554900 | 09/21/21 | 11/30/21 | 5,000.00 | CHMC WILL DELIVER 22 HRS OF VIRTUAL PROJECT SEARCH TECHNICAL ASSISTANCE TRAINING |
| 42174 | NEBRASKA MEDIATION ASSOCIATION | 3 | 13883824 | 451500/574600 | 10/01/21 | 09/30/22 | 5,000.00 | OUTREACH/TRAINING |
| 42187 | DR KYLE B PETER | 3 | 13000209 | 54410 | 11/11/21 | 02/24/22 | 5,000.00 | CONDUCT AN OPTOMETRY &/OR OPHTHALMOLOGY EYE EXAM IN ACCORDANCE WITH STATE MEDICAL STANDARDS OF PRACTICE |
| 42375 | LORI CHLEBORAD | 3 | 13844324 | 547100/674600 | 04/15/22 | 04/14/23 | 5,000.00 | STEP UP TO QUALITY COACHING, TRAINING, AND OBSERVATION |
| 42437 | BRANDY PRICE | 3 | 13844314 | 547100 | 06/15/22 | 06/14/23 | 5,000.00 | DELIVER NDE TRAINING ON BEHALF OF NDE |
| 42440 | MELINDA YOUND | 3 | 13844314 | 547100 | 06/15/22 | 06/14/23 | 5,000.00 | DELIVER NDE TRAINING ON BEHALF OF NDE |
| 42441 | PARTICIA MAHRT-ROBERTS | 3 | 13844314 | 547100 | 06/15/22 | 06/14/23 | 5,000.00 | DELIVER NDE TRAINING ON BEHALF OF NDE |
| 42444 | CLAUDIA ZAPATA | 3 | 13844324 | 547100 | 06/15/22 | 06/14/23 | 5,000.00 | DELIVER NDE TRAINING ON BEHALF OF NDE |
| 42335 | DOUGLAS COUNTY WEST COMMUNITY SCHOOLS | 3 | 13532314 PETS ERSW | 547100 / 554900 | 04/01/22 | 07/31/22 | 4,809.20 | PROVIDE A SUMMER TRANSITION SKILLS PROJECT FOR STUDENTS WITH DISABILITIES - AGES 14-21 |
| 42188 | JACKSON LEWIS PC | 3 | 13455724 | 541500 | 09/27/21 | 09/26/22 | 4,630.00 | LEGAL SVS FOR THE PURPOSE OF WORK PERMIT FILING FOR NEW EMPLOYEE |
| 42097 | EDCOUNT LLC | 3 | 13415184 | 547100 | 08/01/21 | 10/31/21 | 4,261.46 | SUPPORT NEBRASKA'S WORK TO ESTABLISH A STATE REPOSITORY OF CLASSROOM SCIENCE ASSESSMENT TASKA IN COLLABORATION WITH NEBRASKA EDUCATORS |
| 42307 | KELCIE BARTLETT | 2 | 13251201 | 511200/515200/ 516500 | 01/17/22 | 04/10/22 | 4,204.76 | PROVIDE RESEARCH AND POLICY SUPPORT FOR THE OFFICE OF POLICY AND STRATEGIC INITIATIVES |
| 42308 | ETHAN HALMAN GONZALEZ | 2 | 13251201 | 511200/515200/ 516500 | 01/17/22 | 04/10/22 | 4,204.76 | PROVIDE RESEARCH AND POLICY SUPPORT FOR THE OFFICE OF POLICY AND STRATEGIC INITIATIVES |
| 42077 | SHARE COLLABORATIVE | 3 | 13532214 | 554900.110.ER SO | 10/01/21 | 12/31/21 | 4,000.00 | PROVIDE A VIRTUAL TRAINING FOR UP TO 35 NE VR STAFF ON MONTIVATIONAL INTERVIEWING TO HAVE DR. MELISSA SADIN PRESENT AS KEYNOTE SPEAKER, PANEL MODERATOR, AND SESSION PRESENTER AT THE WESTERN NEBRASKA SCHOOL MENTAL HEALTH CONFERENCE IN CHADRON AS PART OF THE AWARE GRANT STATEWIDE EFFORTS |
| 42328 | DR MELISSA SADIN DBA DUCKS & LIONS TRAUMA SEN | 3 | 136075124 | 547100/574600 | 03/07/22 | 03/09/22 | 4,000.00 | ACT AS EXPERT REVIEWER FOR ENHANCING COMMUNICATIONS WITH CAREGIVERS IN EARLY INTERVENTION PROJECT; COLLABORATE WITH PROJECT CO-LEADS, DR JOHANNA HIGGINS, & STAKEHOLDER THROUGH PARTICIPATION IN MEETING OR PRESENTATIONS, CONTRIBUTE TO MANUSCRIPTS ON PROJECT TOPICS & REVIEW OF PD MATERIAL |
| 42450 | MIRIAM KUHN | 3 | 13881924 | 547100 | 06/27/22 | 06/23/23 | 4,000.00 | ACT AS EXPERT REVIEWER FOR ENHANCING COMMUNICATIONS WITH CAREGIVERS IN EARLY INTERVENTION PROJECT; COLLABORATE WITH PROJECT CO-LEADS, DR JOHANNA HIGGINS, & STAKEHOLDER THROUGH PARTICIPATION IN MEETING OR PRESENTATIONS, CONTRIBUTE TO MANUSCRIPTS ON PROJECT TOPICS & REVIEW OF PD MATERIAL |
| 42380 | ELLIE FIELDS | 2 | 13697414 | 511200/515200/ 516500 | 05/09/22 | 08/14/22 | 3,928.82 | INTERN |
| 42201 | LACEY GLASFORD | 3 | 13415612 | 547100 | 10/06/21 | 05/15/22 | 3,900.00 | EET ALL STIPUTATIONS AS EXPRESSED IN ATTACHMENT PARTICIPATNT LETTER GRANT (ATTACHMENT A) |
| 42141 | STEPHANIE CALL | 3 | 13419101 | 547100 | 09/07/21 | 10/31/21 | 3,600.00 | SUPPORT & MANAGE ADMINISTRATION OF NEBRASKA SEAL OF BILITERACY IN FALL 2021 |
| 42433 | MELINDA HENSEN | | 13885424 | 547100 | 06/01/22 | 05/31/23 | 3,600.00 | ACT UNDER DIRECTION OF NDE TO PREPARE, DEVELOP, & FACILITATE PTR & PTR-YC COMBINED TRAININGS UNDER NEMTSS |
| 42370 | CODY MICHAEL CLARK | 3 | 13532314 | 547100 | 06/18/22 | 06/19/22 | 3,500.00 | KEYNOTE ADDRESS FOR THE NYLC CONFERENCE |
| 42410 | CORDES KEYNOTES & SEMINARS INC | 3 | 13817114 | 547100 | 06/01/22 | 06/02/22 | 3,500.00 | CONDUCT HIGH ENERGY & INTERACTIVE LEADERSHIP DEVELOPMENT EXPERIENCE FOR 2022 STATE OFFICER LEADERSHIP ACADEMY |
| 42276 | ESU 13 | 3 | 13532314 | 554900.110 / 547100.110 | 12/15/21 | 06/15/22 | 3,354.00 | JOB EXPO FOR PRE-EMPLOYMENT TRANSITION AGED STUDENTS WITH DISABILITIES, WITH AN EMLPISIS ON JOB EXPLORATION, WORKPLACE READINESS & SEF ADVOCACY. ACTIVITIES INCLUDE MINI-SESSIONS FOCUSING ON SKILLS EXPLORATION, MOCK INTERVIEWS, WORKPLACE READNESS, SELF-ADVOCACY, BUSINESS EXPO & KEYNOTE SPEAKER. SEE ATTACHMENT 1 FOR SPECIFIC INFORMATION |
| 42019 | JACKSON SERVICES INC | 3 | 13522100/13522200 | 559100 | 07/01/21 | 06/30/22 | 3,341.00 | MAT SERVICES |
| 42104 | PER MAR Security and Research Corp | 3 | 13522100 | 554900 | 07/23/21 | 08/31/21 | 3,265.00 | PROVIDE SECURITY ALARM SERVICES & PRODUCTS |
| 42129 | ASHLEY HERNANDEZ | 3 | 13534124 | 547100 | 08/23/21 | 07/31/22 | 3,150.00 | ASSIST WITH THE COORDINATION AND SCHEDULING OF MEETINGS/ACTIVITIES IN SUPPORT OF THE SRC AND BIAC -- FEDERAL FUNDING |

N D E C O N T R A C T S

| | | TYPE: | | | | | | | |
|--------|---------------------------|-----------------------|---------------|---------------|----------|----------|----------------|---|--|
| | | 1 = HONORARIUM | | | | | | | |
| | | 2 = EMPLOYEE/EMPLOYER | | | | | | | |
| | | 3 = OTHER | | | | | | | |
| NUMBER | CONTRACTOR | TYP | BUSINESS UNIT | OBJECT CODE | BEG.DATE | END.DATE | MAXIMUM AMOUNT | COMMENTS | |
| 42316 | JON PAUL BURDEN | 3 | 13883814 | 547100 | 02/09/22 | 02/28/22 | 2,300.00 | SHALL OFFER THE FOLLOWING SERVICES AT THE 2022 NDE TRANSITION CONFERENCE, HELD 2/22/2022 THROUGH 2/23/2022. TOPICS SHALL BE APPROVED BY NDE OFFICE OF SPECIAL EDUCATION. SEE CONTRACT | |
| 42452 | JULIE DANIEL | 3 | 13033221 | 547100 | 07/02/21 | 06/30/22 | 2,226.73 | WRITING ITEMS FOR NSCAS ALTERNATE ASSESSMENTS IN AREAS OF ENGLISH LANGUAGE ARTS AND/OR SCIENCE | |
| 42399 | BRANDI ANDERSON | 3 | 13697814 | 547100/574600 | 05/16/22 | 08/31/22 | 2,150.00 | WILL PARTICIPATE IN PROFESSIONAL LEARNING PROVIDED BY THE SMITHSONIAN INSTITUTE & DEVELOP INSTRUCTIONAL RESOURCES FOR ELEMENTARY SOCIAL STUDIES & MULTICULTURAL EDUCATION USING SMITHSONIAN INSTITUTE ARTIFACTS | |
| 42417 | BRANDON MOWINKEL | 3 | 13697804 | 547100 | 06/13/22 | 06/30/22 | 2,100.00 | PROVIDE TWO LEADERSHIP PRESENTATIONS FOR FUTURE READY CONFERENCE 6/13-14/2022 | |
| 42451 | AMY YOUNG | 3 | 13033221 | 547100 | 07/02/21 | 06/30/22 | 2,076.73 | ENGAGE WITH CONTRACT IN WRITING OF ITEMS FOR NSCAS ALTERNATE ASSESSMENTS IN AREAS OF ENGLISH LANGUAGE ARTS &/OR SCIENCE | |
| 42095 | ESU 16 | 3 | 13445701 | 547100 | 08/01/21 | 07/31/22 | 2,000.00 | COORDINATE & PROVIDE TRAINING TO MEET THE NEEDS OF LOCAL CHILD CARE COMMUNITY | |
| 42321 | KSB SCHOOL LAW, PC, LLC | 3 | 13883814 | 547100 | 02/14/22 | 02/28/22 | 2,000.00 | CONTRACT SHALL OFFER THE FOLLOWING SERVICES (SEE CONTRACT) AT THE NDE TRANSITION CONFERENCE, HELD 2/22-23/22. TOPICS SHALL BE APPROVED BY NDE SPED | |
| 42422 | CENTRAL COMMUNITY COLLEGE | 3 | 13817124 | 547100 | 06/28/22 | 06/30/22 | 1,485.00 | PLAN & CONDUCT SUMMER PROFESSIONAL LEARNING OPPORTUNITIES FOR CTE TEACHERS | |

TO: MATTHEW L. BLOMSTEDT, PH.D.
FROM: BRYCE WILSON, DENISE THEGE
DATE: September 2, 2022
SUBJECT: MONTHLY LIST OF CONTRACTS \$10,000 TO \$50,000
RATIONALE: As stated in the Nebraska State Board of Education Policy Manual P5 the Commissioner shall provide the Board each month with a list of contracts between \$10,000 and \$50,000.

1. Contractor(s): Max D Larsen & Associates
Contract Amount: \$16,800
Funding Source: General
Scope of Services: Provide coaching, consultation, and confidential interviews with members of leadership team.
Date of Contract: 8/15/22-2/14/23
Contact Person: Ryan Foor
2. Contractor(s): Prism Advisors
Contract Amount: \$25,460
Funding Source: General
Scope of Services: Provide leadership development and coaching sessions.
Date of Contract: 8/1/22-12/31/22
Contact Person: Ryan Foor
3. Contractor(s): Marna Stack
Contract Amount: \$25,000
Funding Source: Federal
Scope of Services: Prepare and execute evaluation tasks related to the team Nutrition recipe standardization grant project.
Date of Contract: 8/12/22-8/11/23
Contact Person: Zainab Rida
4. Contractor(s): Wilber-Clatonia Public Schools
Contract Amount: \$37,529
Funding Source: Federal
Scope of Services: Participate in school mental health project.
Date of Contract: 8/5/22-8/4/23
Contact Person: Zainab Rida
5. Contractor(s): Evolution of the Lunch Lady
Contract Amount: \$25,000
Funding Source: Federal
Scope of Services: Prepare and execute evaluation tasks related to the team Nutrition recipe standardization grant project.
Date of Contract: 7/15/22-7/14/23
Contact Person: Zainab Rida

6. Contractor(s): Logan View Public Schools
Contract Amount: \$40,900
Funding Source: Federal
Scope of Services: Participate in school mental health project.
Date of Contract: 8/1/22-7/31/23
Contact Person: Zainab Rida
7. Contractor(s): Northeast Nebraska Public Health Dept.
Contract Amount: \$22,000
Funding Source: Federal
Scope of Services: Support healthy school grantee in their region.
Date of Contract: 8/3/22-7/31/23
Contact Person: Zainab Rida
8. Contractor(s): Weeping Water Public Schools
Contract Amount: \$12,600
Funding Source: Federal
Scope of Services: Participate in school mental health project.
Date of Contract: 8/5/22-8/4/23
Contact Person: Zainab Rida
9. Contractor(s): Winnebago Public Schools
Contract Amount: \$12,700
Funding Source: Federal
Scope of Services: Participate in school mental health project.
Date of Contract: 8/10/22-8/9/23
Contact Person: Zainab Rida
10. Contractor(s): West Point Public Schools
Contract Amount: \$40,900
Funding Source: Federal
Scope of Services: Participate in school mental health project.
Date of Contract: 8/15/22-8/14/23
Contact Person: Zainab Rida
11. Contractor(s): Maywood Public Schools
Contract Amount: \$37,600
Funding Source: Federal
Scope of Services: Participate in school mental health project.
Date of Contract: 8/16/22-8/15/23
Contact Person: Zainab Rida
12. Contractor(s): ESU 7
Contract Amount: \$49,500
Funding Source: Federal
Scope of Services: Assist with conference registration.
Date of Contract: 8/22/22-1/31/23
Contact Person: Zainab Rida

Grants under \$10,000 - July 2021 to June 2022

ESU 1

Brain Injury Regional School Support (BIRSST) Northeast

\$3,000

Promote capacity building for ESU and/or school district personnel through providing training to school staff who provide direct services in the classroom to students who have sustained a brain injury. This includes general information about brain injury, effects of brain injury on various faculties (cognitive, social emotional, communication, etc.), and academic accommodations for Return to Learn.

ESU 1

Cangleska Project

\$5,000

Educators participating will receive foundational training (or review) of culturally responsive pedagogies, with emphasis on the unique lens one must use when applying these concepts to Indigenous communities. The trainings will build participants' capacity to engage in community design processes and interacting as relatives. They will also learn about how to utilize the Wo'awacin: Framework for Enhancing Teacher Practice to guide their growth.

ESU 3

Metro Region BIRSST

\$3,000

Promote capacity building for ESU and/or school district personnel through providing training to school staff who provide direct services in the classroom to students who have sustained a brain injury. This includes general information about brain injury, effects of brain injury on various faculties (cognitive, social emotional, communication, etc.), and academic accommodations for Return to Learn.

ESU 13

BIRSST – Western

\$3,000

Promote capacity building for ESU and/or school district personnel through providing training to school staff who provide direct services in the classroom to students who have sustained a brain injury. This includes general information about brain injury, effects of brain injury on various faculties (cognitive, social emotional, communication, etc.), and academic accommodations for Return to Learn.

Lincoln Public Schools

Southeast Region BIRSST

\$3,000

Promote capacity building for ESU and/or school district personnel through providing training to school staff who provide direct services in the classroom to students who have sustained a brain injury. This includes general information about brain injury, effects of brain injury on various faculties (cognitive, social emotional, communication, etc.), and academic accommodations for Return to Learn.

| Name of Grantee | Grant Program | Amount of Grant | Description of Use |
|---|---|-----------------|--|
| ESU 10 | Early Learning Connection Coordinator-Bilingual | \$10,000 | Startup funds for the hire of an additional ELC to support bilingual providers |
| Nebraska Children and Families Foundation | NAMI Head Start Memberships | \$2,100 | Purchase of membership for Head Start Grantees |

| Name of Grantee: | Grant Program: | Description of Grant Expenses: | Dollar Amount | Grant Start date | Grant End Date |
|------------------------------|--|--|----------------------|-------------------------|-----------------------|
| Harvard Public Schools | 1801 Healthy Schools Grant | Funding is utilized for resources, tools & professional development opportunities that meet the district's goals to advance the promotion of the health & wellbeing efforts of staff and students utilizing the Whole Child model. | \$9,000 | 7/1/2021 | 6/29/2022 |
| Banner County Public Schools | Nebraska Farm to School Institute Mini-grant | Mini-grant funds furthered activities that advance at least one of three core farm to school elements: procurement of local foods; development or growth of gardens and activities; participation in experiential education related to agriculture, food, or health. | \$3,000 | 6/1/2021 | 5/31/2022 |
| Burwell Public Schools | Nebraska Farm to School Institute Mini-grant | Mini-grant funds furthered activities that advance at least one of three core farm to school elements: procurement of local foods; development or growth of gardens and activities; participation in experiential education related to agriculture, food, or health. | \$3,150 | 6/1/2021 | 5/31/2022 |
| Gering Public Schools | Nebraska Farm to School Institute Mini-grant | Mini-grant funds furthered activities that advance at least one of three core farm to school elements: procurement of local foods; development or growth of gardens and activities; | \$3,000 | 6/1/2021 | 5/31/2022 |

| | | | | | |
|--|---|--|---------|----------|-----------|
| | | participation in experiential education related to agriculture, food, or health. | | | |
| Humboldt Table Rock Steinauer Public School | Nebraska Farm to School Institute Mini- grant | Mini-grant funds furthered activities that advance at least one of three core farm to school elements: procurement of local foods; development or growth of gardens and activities; participation in experiential education related to agriculture, food, or health. | \$3,000 | 6/1/2021 | 5/31/2022 |
| Overton Public Schools | Nebraska Farm to School Institute Mini- grant | Mini-grant funds furthered activities that advance at least one of three core farm to school elements: procurement of local foods; development or growth of gardens and activities; participation in experiential education related to agriculture, food, or health. | \$6,350 | 6/1/2021 | 5/31/2022 |
| Pius X High School | Nebraska Farm to School Institute Mini- grant | Mini-grant funds furthered activities that advance at least one of three core farm to school elements: procurement of local foods; development or growth of gardens and activities; participation in experiential education related to agriculture, food, or health. | \$3,000 | 6/1/2021 | 5/31/2022 |
| Southern Public School | Nebraska Farm to School Institute Mini- grant | Mini-grant funds furthered activities that advance at least one of three core farm to school elements: procurement of local foods; development or growth of gardens and activities; participation in experiential | \$3,000 | 6/1/2021 | 5/31/2022 |

| | | | | | |
|------------------------------------|--|--|---------|----------|-----------|
| | | education related to agriculture, food, or health. | | | |
| Umo ho Nation Public School | Nebraska Farm to School Institute Mini-grant | Mini-grant funds furthered activities that advance at least one of three core farm to school elements: procurement of local foods; development or growth of gardens and activities; participation in experiential education related to agriculture, food, or health. | \$3,000 | 6/1/2021 | 5/31/2022 |
| Bancroft-Rosalie Community Schools | Nebraska Healthy Schools Mini-grant | Mini-grant funds furthered activities that advance at least 4/10 Whole Child Healthy Messages: Health Services, Physical Education & Physical Activity, Community Involvement, and Family Engagement | \$3,000 | 9/1/2021 | 6/30/2022 |
| Sidney Public Schools | Nebraska Healthy Schools Mini-grant | Mini-grant funds furthered activities that advance at least 2/10 Whole Child Healthy Messages: Health Services, and Employee Wellness | \$3,000 | 9/1/2021 | 6/30/2022 |
| Boone Central Schools | Nebraska Healthy Schools Mini-grant | Mini-grant funds furthered activities that advance at least 3/10 Whole Child Healthy Messages: Health Services, Family Engagement, and Community Involvement | \$3,000 | 9/1/2021 | 6/30/2022 |
| Shelby Rising City Public Schools | Nebraska Healthy Schools Mini-grant | Mini-grant funds furthered activities that advance at least 3/10 Whole Child Healthy Messages: Health Services, Family Engagement, and Community Involvement | \$3,000 | 9/1/2021 | 6/30/2022 |

| | | | | | |
|---|-------------------------------------|---|---------|----------|-----------|
| Clearwater Learning Center | Nebraska Healthy Schools Mini-grant | Mini-grant funds furthered activities that advance at least 2/10 Whole Child Healthy Messages: Health Services and Social and Emotional Climate | \$3,000 | 9/1/2021 | 6/30/2022 |
| Laurel-Concord-Coleridge School | Nebraska Healthy Schools Mini-grant | Mini-grant funds furthered activities that advance at least 3/10 Whole Child Healthy Messages: Social and Emotional Climate, Community Involvement, and Family Engagement | \$3,000 | 9/1/2021 | 6/30/2022 |
| Columbus Public Schools Lost Creek Elementary | Nebraska Healthy Schools Mini-grant | Mini grant funds furthered activities that advance at least 1/10 Whole Child Healthy Messages: Physical Education and Physical Activity | \$3,000 | 9/1/2021 | 6/30/2022 |
| St. John the Baptist School-Plattsmouth | Nebraska Healthy Schools Mini-grant | Mini-grant funds furthered activities that advance at least 2/10 Whole Child Healthy Messages: Physical Education and Physical Activity and Social and Emotional Climate | \$3,000 | 9/1/2021 | 6/30/2022 |
| Tekamah Herman School | Nebraska Healthy Schools Mini-grant | Mini-grant funds furthered activities that advance at least 4/10 Whole Child Healthy Messages: Health Services, Employee Wellness, Physical Education & Physical Activity, and Nutrition Environment and Services | \$3,000 | 9/1/2021 | 6/30/2022 |
| Ravenna Public Schools | Nebraska Healthy Schools Mini-grant | Mini-grant funds furthered activities that advance at least 2/10 Whole Child Healthy Messages: Health Services and Social and Emotional Climate | \$3,000 | 9/1/2021 | 6/30/2022 |

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|--|-------------------------------------|---|---------|----------|-----------|
| St. Johns Lutheran Elementary-Columbus | Nebraska Healthy Schools Mini-grant | Mini-grant funds furthered activities that advance at least 3/10 Whole Child Healthy Messages: Physical Education & Physical Activity, Community Involvement, and Family Engagement | \$3,000 | 9/1/2021 | 6/30/2022 |
| Bayard Public Schools | Nebraska Healthy Schools Mini-grant | Mini-grant funds furthered activities that advance at least 5/10 Whole Child Healthy Messages: Employee Wellness, Physical Education & Physical Activity, Social and Emotional Climate, Family Engagement and Community Involvement | \$3,000 | 9/1/2021 | 6/30/2022 |
| Boyd County Schools | Nebraska Healthy Schools Mini-grant | Mini-grant funds furthered activities that advance at least 3/10 Whole Child Healthy Messages: Health Services, Physical Education & Physical Activity, and Nutrition Environment and Services | \$3,000 | 9/1/2021 | 6/30/2022 |
| Raymond Central Public Schools | Nebraska Healthy Schools Mini-grant | Mini-grant funds furthered activities that advance at least 3/10 Whole Child Healthy Messages: Employee Wellness, Physical Education & Physical Activity, and Nutrition Environment and Services | \$3,000 | 9/1/2021 | 6/30/2022 |
| Lincoln Public Schools | Nebraska Healthy Schools Mini-grant | Mini-grant funds furthered activities that advance at least 3/10 Whole Child Healthy Messages: Nutrition Environment and Services, Family Engagement, and Community Involvement | \$3,000 | 9/1/2021 | 6/30/2022 |
| North Platte Public Schools | Nebraska Healthy | Mini-grant funds furthered activities that advance at least 2/10 Whole Child | \$3,000 | 9/1/2021 | 6/30/2022 |

| | | | | | |
|--------------------------|-------------------------------------|--|---------|----------|-----------|
| | Schools Mini-grant | Healthy Messages: Employee Wellness and Social Emotional Climate | | | |
| Plainview Public Schools | Nebraska Healthy Schools Mini-grant | Mini-grant funds furthered activities that advance at least 3/10 Whole Child Healthy Messages: Physical Education & Physical Activity, Family Engagement and Community Involvement | \$3,000 | 9/1/2021 | 6/30/2022 |
| Fullerton Public Schools | Nebraska Healthy Schools Mini-grant | Mini-grant funds furthered activities that advance at least 4/10 Whole Child Healthy Messages: Health Services, Employee Wellness, Family Engagement, and Community Involvement | \$3,000 | 9/1/2021 | 6/30/2022 |
| Elba Public Schools | Nebraska Healthy Schools Mini-grant | Mini-grant funds furthered activities that advance at least 3/10 Whole Child Healthy Messages: Health Services, Employee Wellness, and Social & Emotional Climate | \$3,000 | 9/1/2021 | 6/30/2022 |
| Friend Public Schools | Nebraska Healthy Schools Mini-grant | Mini-grant funds furthered activities that advance at least 2/10 Whole Child Healthy Messages: Employee Wellness and Nutrition Environment and Services | \$3,000 | 9/1/2021 | 6/30/2022 |

TO: MATTHEW L. BLOMSTEDT, PH.D.
FROM: BRYCE WILSON, DENISE THEGE
DATE: September 2, 2022
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Contact Person: Ryan Foor
2. Contractor(s): Prism Advisors
Contract Amount: \$25,460
Funding Source: General
Scope of Services: Provide leadership development and coaching sessions.
Date of Contract: 8/1/22-12/31/22
Contact Person: Ryan Foor
3. Contractor(s): Marna Stack
Contract Amount: \$25,000
Funding Source: Federal
Scope of Services: Prepare and execute evaluation tasks related to the team Nutrition recipe standardization grant project.
Date of Contract: 8/12/22-8/11/23
Contact Person: Zainab Rida
4. Contractor(s): Wilber-Clatonia Public Schools
Contract Amount: \$37,529
Funding Source: Federal
Scope of Services: Participate in school mental health project.
Date of Contract: 8/5/22-8/4/23
Contact Person: Zainab Rida
5. Contractor(s): Evolution of the Lunch Lady
Contract Amount: \$25,000
Funding Source: Federal
Scope of Services: Prepare and execute evaluation tasks related to the team Nutrition recipe standardization grant project.
Date of Contract: 7/15/22-7/14/23
Contact Person: Zainab Rida

6. Contractor(s): Logan View Public Schools
Contract Amount: \$40,900
Funding Source: Federal
Scope of Services: Participate in school mental health project.
Date of Contract: 8/1/22-7/31/23
Contact Person: Zainab Rida
7. Contractor(s): Northeast Nebraska Public Health Dept.
Contract Amount: \$22,000
Funding Source: Federal
Scope of Services: Support healthy school grantee in their region.
Date of Contract: 8/3/22-7/31/23
Contact Person: Zainab Rida
8. Contractor(s): Weeping Water Public Schools
Contract Amount: \$12,600
Funding Source: Federal
Scope of Services: Participate in school mental health project.
Date of Contract: 8/5/22-8/4/23
Contact Person: Zainab Rida
9. Contractor(s): Winnebago Public Schools
Contract Amount: \$12,700
Funding Source: Federal
Scope of Services: Participate in school mental health project.
Date of Contract: 8/10/22-8/9/23
Contact Person: Zainab Rida
10. Contractor(s): West Point Public Schools
Contract Amount: \$40,900
Funding Source: Federal
Scope of Services: Participate in school mental health project.
Date of Contract: 8/15/22-8/14/23
Contact Person: Zainab Rida
11. Contractor(s): Maywood Public Schools
Contract Amount: \$37,600
Funding Source: Federal
Scope of Services: Participate in school mental health project.
Date of Contract: 8/16/22-8/15/23
Contact Person: Zainab Rida
12. Contractor(s): ESU 7
Contract Amount: \$49,500
Funding Source: Federal
Scope of Services: Assist with conference registration.
Date of Contract: 8/22/22-1/31/23
Contact Person: Zainab Rida
13. Contractor(s): Cesar Torres Mulgado
Contract Amount: \$28,600
Funding Source: General/Federal
Scope of Services: Asst with School Safety and Healthy School.
Date of Contract: 8/15/22-6/30/23
Contact Person: Zainab Rida

14. Contractor(s): Fillmore Central Public Schools
Contract Amount: \$11,200
Funding Source: Federal
Scope of Services: Participate in school mental health project.
Date of Contract: 8/15/22-8/14/23
Contact Person: Zainab Rida
15. Contractor(s): Dundy Co Stratton Schools
Contract Amount: \$32,600
Funding Source: Federal
Scope of Services: Participate in school mental health project.
Date of Contract: 8/16/22-8/15/23
Contact Person: Zainab Rida
16. Contractor(s): Wakefield Community Schools
Contract Amount: \$21,350
Funding Source: Federal
Scope of Services: Participate in school mental health project.
Date of Contract: 8/5/22-8/4/23
Contact Person: Zainab Rida
17. Contractor(s): Nebraska Council of School Administrators
Contract Amount: \$40,000
Funding Source: Federal
Scope of Services: Assist with conference.
Date of Contract: 9/1/22-8/31/23
Contact Person: Katie Graham
18. Contractor(s): American Institutes for Research in the Behavioral Sciences
Contract Amount: \$49,999
Funding Source: General
Scope of Services: Conduct an external review and analysis of the processes used to develop, review, and/or revise Nebraska's Content Area Standards.
Date of Contract: 8/15/22-5/1/23
Contact Person: Cory Epler
19. Contractor(s): Rita Porter
Contract Amount: \$21,000
Funding Source: General
Scope of Services: Serve as Microsoft IT Initiative Project Manager.
Date of Contract: 9/1/22-6/30/23
Contact Person: Katie Graham
20. Contractor(s): Pawnee City Public Schools
Contract Amount: \$10,230
Funding Source: Federal
Scope of Services: Participate in school mental health project.
Date of Contract: 8/17/22-8/16/23
Contact Person: Zainab Rida

21. Contractor(s): Papillion LaVista Community Schools
Contract Amount: \$41,200
Funding Source: Federal
Scope of Services: Participate in school mental health project.
Date of Contract: 8/23/22-8/22/23
Contact Person: Zainab Rida
22. Contractor(s): St. Edward Public Schools
Contract Amount: \$11,950
Funding Source: Federal
Scope of Services: Participate in school mental health project.
Date of Contract: 8/15/22-8/14/23
Contact Person: Zainab Rida
23. Contractor(s): Humphrey Public Schools
Contract Amount: \$40,450
Funding Source: Federal
Scope of Services: Participate in school mental health project.
Date of Contract: 8/17/22-8/16/23
Contact Person: Zainab Rida

CONTESTED CASES ACTIVE DURING 2022
(EXCLUDING SPECIAL EDUCATION)

SEPTEMBER 2, 2022

| <u>CASE NO.</u> | <u>TYPE</u> | <u>DATE FILED</u> | <u>PETITIONER</u> | <u>RESPONDENT</u> | <u>ATTORNEYS FOR PARTIES</u> | <u>STATE BOARD ATTORNEY</u> | <u>HEARING OFFICER</u> | <u>STATUS</u> |
|-----------------|------------------|-------------------|--|--------------------------|------------------------------|-----------------------------|------------------------|-----------------------------|
| 21-16 | Personnel | 7/15/2021 | G.D. | Commissioner | Hubly/Román | Donley | Bartle | Final Order Entered 1/7/22 |
| 22-01 | PPC | 1/14/2022 | Commissioner | Jadlowski | Halstead/Bartling | Donley | PPC | Final Order Entered 2/22/22 |
| 22-02 | PPC | 1/14/2022 | Commissioner | Woster | Halstead/ | Donley | PPC | Final Order Entered 3/10/22 |
| 22-03 | Option | 1/24/2022 | Ritter | Northwest Public Schools | / | Román | Titus | Final Order Entered 3/4/22 |
| 22-04 | PPC (SA) | 2/16/2022 | Commissioner | Reinmuth | Román/ | Donley | PPC | Final Order Entered 2/22/22 |
| 22-05 | PPC (SA) | 3/7/2022 | Commissioner | Moore | Román/Kirkpatrick | Donley | PPC | Final Order Entered 3/10/22 |
| 22-06 | Option | 4/8/2022 | Pignotti | Elkhorn Public Schools | /Knight | Román | Titus | Final Order Entered 5/3/22 |
| 22-07 | Nutrition | 4/15/2022 | Next Generation Child Care & Preschool | NDE | Place/Román | N/A | Tegtmeier | Final Order Entered 6/28/22 |
| 22-08 | PPC | 4/19/2022 | Commissioner | Ellen Wagner | Román/ | Donley | PPC | Final Order Entered 5/3/22 |
| 22-09 | PPC | 4/19/2022 | Commissioner | Treva Nutter | Román/Welding | Donley | PPC | Final Order Entered 5/3/22 |
| 22-10 | PPC | 4/19/2022 | Commissioner | Ben Veilleux | Román/Welding | Donley | PPC | Final Order Entered 5/3/22 |
| 22-11 | Nutrition | 4/28/2022 | Next Generation Child Care and Preschool | NDE | Place/Román | NA | Burton | PENDING |
| 22-12 | Nutrition | 5/3/2022 | Next Generation Child Care and Preschool | NDE | Place/Román | NA | Tegtmeier | PENDING |
| 22-13 | ESU Boundary | 5/11/2022 | (Not a Contested APA Case) | | | | | Final Order Entered 5/3/22 |
| 22-14 | Option | 5/11/2022 | Kubik | Ponca Public Schools | / | Román | Titus | PENDING |
| 22-15 | St. Teach | 5/25/2022 | Fernau | Commissioner | /Román | Donley | Titus | PENDING |
| 22-16 | PPC | 7/19/2022 | Commissioner | Kirsten Sessions | Román/ | Donley | PPC | PENDING |
| 22-17VR | Rule 71/VR | 7/21/2022 | C.S. | NDE/VR | /Walz | NA | Bartle | PENDING |
| 22-18 | T. Cert | 7/22/2022 | Robert Wilson | Commissioner | Hunzeker/Román | Donley | | PENDING |

